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ABSTRACT

Provided are Tennessee's state kindergarten curriculum guides in the 6 areas of health, social studies, language arts, science, physical education, and mathematics. The health curriculum guide centers on developing and maintaining good health. The social studies guide aids children in understanding self as an individual and in relation to other people, roles and responsiblities of basic social institutions, cultural similarities and differences, effects of changes in transportation on people's lives, and the importance of conserving the natural environment. The guide to teaching basic language arts skills focuses on handwriting, spelling, composition, thinking and organizational skills, listening skills, and oral communication skills. The science guide concerns lessons in the physical, life, earth, space, and environmental sciences. The physical education guide aims to help children understand the contribution of body movement to growth and development, and to understand the use of movement skills. The math guide introduces children to basic concepts of numeration, operations, fractions and decimals, graphing, problem solving, measurement, and geometry. Each page of the guides contains suggested instructional objectives, associated content statements, and specifications of skills and activities that may be used to attain terminal objectives. (RH)

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HEALTH

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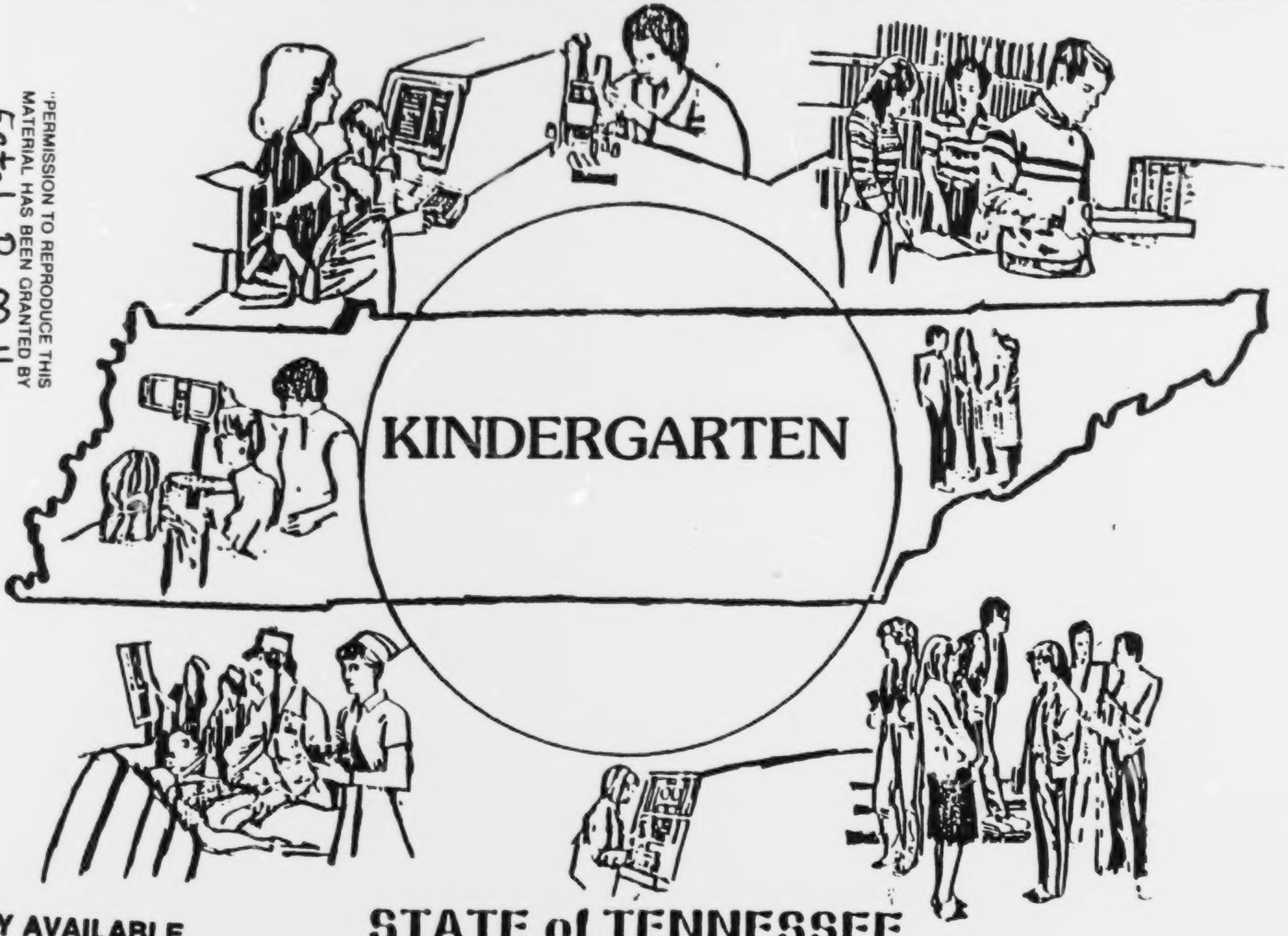
CURRICULUM GUIDE



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[TENNESSEE KINDERGARTEN CURRICULUM GUIDES]

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HEALTH
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STATE OF TENNESSEE

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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The health curriculum guide is designed to provide a scope and sequence for the teaching of health. Its use will enable students to learn scientific processes and concepts, and develop the ability to apply them as needed in everyday life. Implementation of the health curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The K-12 health curriculum is divided into areas and strands as illustrated on the following page. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved health framework. Terminal objectives can be defined by five characters. The first character is the grade level, the second character is the discipline, the third character is the area, the fourth character is the strand, and the fifth character is the terminal objective number.

Example - the terminal objective number 461B2 is translated as follows:

4 = Grade - 4
6 = Discipline - Health
1 = Goal
B = Strand - Consumer Health
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the Goals of Education in Tennessee as set forth by the State Board of Education in RULES, REGULATIONS, AND MINIMUM STANDARDS: (2) the goals of the subject area which state the broad purposes of the subject, grades K-12 and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources and begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning, i.e., cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching. Even in the higher grades, refocusing is a difficult technique to utilize due to lack of information regarding the content covered in other disciplines. Teachers should correlate the curriculum guides in order to maximize learning time.

Curriculum guides should indicate the relationship of objectives within a grade level in all subject areas. In order to reinforce previously introduced objectives, reference should be made to prerequisite and/or related objectives at previous grade levels.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide learning experiences for children which are tailored to meet their needs.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. The teacher must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teaching Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including but not limited to textbooks, to plan lessons which give students maximum opportunities to utilize all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning time is effective and learning is maximized.

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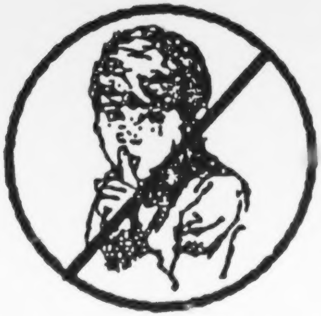

CHILD SEXUAL ABUSE PREVENTION

The legislature has mandated that child sexual abuse prevention be taught in Tennessee Public Schools Grades K-6. When the symbol above appears in the upper right hand corner on a page of this curriculum guide it denotes that the material contains instructional content which relates directly or indirectly to child sexual abuse prevention. All teachers have a responsibility in relation to child sexual abuse prevention. This is another area in which health education can have a positive impact.

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Community Health

CONCEPT: Community health is dependent upon the health of individuals.

TERMINAL OBJECTIVE: 061A1.00 To understand various local communities of which students are a part

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify communities of which the student is a part.	A community is a group of people who live, work, play and/or conduct other activities together. Types of communities are family, neighborhood, school, church, interest group, city, county/parish, state and country.	sharing, making a diagram, identifying, discussing, locating, drawing, listening	A. Ask the students to bring pictures of their families to class. Display them on a family community bulletin board. B. Make a large diagram of the school community. Identify the members of the school community and show where each one is in the school. C. Have students draw pictures of the classroom. Encourage the students to show themselves and other members of the class in their pictures.	S.S. 041A2 Art 074A2	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Community Health

CONCEPT: Community health is dependent upon the health of individuals.

TERMINAL OBJECTIVE: 061A2.00 To understand health helpers and their roles in the community

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 describe a healthy person.	Characteristics of a healthy person may include the following: Physical characteristics: not ill, clean, and body functioning well. Emotional characteristics: can cope with both good and bad feelings, feels loved, feels secure, likes himself/herself, and likes other people.	analyzing	A. Show pictures of healthy/unhealthy individuals. Have the children describe the pictures. Elicit responses that relate to both physical and emotional health such as "clean," "friendly," and "strong."		

17

18

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Community Health

CONCEPT: Community health is dependent upon the health of individuals.

TERMINAL OBJECTIVE: 061A2.00 To understand health helpers and their roles in the community

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.02 identify health helpers and their roles in the community.	Health helpers include: Doctor: treats medical problems, treats disease, advises us on how to keep healthy, gives checkups; Nurse: gives medical treatment, advises us on our health, helps the sick and injured, checks vision and hearing, talks to students and parents about how to stay healthy; Dentist/dental hygienist: checks teeth, helps you keep teeth clean, fixes teeth that have decayed; Sanitation worker: picks up trash, keeps city clean; Fireman: prevents fires, puts out fires, gives emergency treatment; School custodian: keeps school clean, keeps school safe; Pharmacist: prepares medication; Social worker: helps families deal with problems; Parent: cares for and protects children; Teacher: advises students about health and recommends helpers for special problems.	discussing, listing, constructing, describing, listening	A. Ask students to name people who work to make their community safe and healthy. Make a chart from their suggestions. B. Show pictures of community health helpers. Discuss how each helper contributes to the community. C. Invite community health workers to visit the class and explain how they promote the community's health. D. Ask volunteers to make a mural depicting people working to keep a community healthy.	S.S. 041E2	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Community Health

CONCEPT: Community health is dependent upon the health of individuals.

TERMINAL OBJECTIVE: 061A3.00 To understand individual responsibilities in promoting good health

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 demonstrate good health habits.	Good health habits should include: getting adequate rest and sleep, eating good meals, keeping clean, keeping warm and dry, following safety rules, brushing teeth, getting immunizations, exercising, engaging in activities that promote happiness, and visiting the doctor and dentist regularly.	identifying, discussing , listing, drawing, role-playing	A. Have children circle items on a teacher-made or commercial handout that show the practice of good health habits. Review by having a class discussion on good health habits. B. Show pictures of people in various states of health. Ask: "Does this person look healthy,? How do you feel today?" Role play an unhealthy person. C. List things that students do to stay healthy. Draw pictures showing something that promotes good health in the community.	S.S. 041J1 Sc. 052G2 He. 061F1	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Consumer Health

CONCEPT: Consumer behavior is a determinant of health marketing techniques.

TERMINAL OBJECTIVE: 061B1.00 To understand the role of the individual as a health consumer

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 name products used by adults and children.	A health consumer is someone who uses health products and services. Products may include: food; grooming products; health care products and health books and magazines.	discussing, listing, drawing conclusions, collecting	A. Brainstorm with the class and list the types of products that are purchased for health and good grooming. B. Bring empty containers of health care products to open a "store" where students may shop. Use play money.		
1.02 name services used by adults and children.	Health services may include: doctor's care; dentist's care; hospital services; and allied health services.	discussing, listing, drawing conclusions	A. Students engage in dramatic play. Children take turns being the health provider and the health consumer. B. Students take a field trip to visit persons who provide health services.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Consumer Health

CONCEPT: Consumer behavior is a determinant of health marketing techniques.

TERMINAL OBJECTIVE: 061B2.00 To understand factors involved in wise decision - making concerning health products and services

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize reliable sources of health products and services.	Sources of reliable information include: pharmacists; doctors; nurses; parents; health agencies; and professional associations. Examples of reliable health information are as follows: doctors will diagnose our illnesses; pharmacists will help us purchase over-the-counter drugs; and parents will help us take our medication.	collecting, choosing, comparing, oral communication	A. Collect magazine and newspaper advertisements for health products and discuss their content. B. Invite reliable professionals in health areas to speak to the class.		

25

26

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Disease Control

CONCEPT: Individuals are responsible for their own health.

TERMINAL OBJECTIVE: 061C1.00 To understand individual responsibility in preventing illness

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize ways in which one can become ill.	Some illnesses caused by germs include colds, chicken pox and strep throat. Germs are spread by coughing, sneezing, sharing food and drink, not staying home when ill, not washing hands before eating and not washing food before eating. Factors contributing to illness include not getting enough rest, not eating a proper diet, not keeping the body clean and not getting medical care.	communicating, discussing, listening	A. Discuss how you usually feel when contracting an illness. B. Discuss things which can cause you to become ill. C. Have each child draw his/her idea of what a germ looks like. D. Using a hand pattern, paper plate and tissue, have each child construct a face showing a hand covering the nose with a tissue.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding the various elements involved in developing and maintaining good health

STRAND: Disease Control

CONCEPT: Individuals are responsible for their own health.

TERMINAL OBJECTIVE: 061C2.00 To understand practices and resources important in the treatment of illnesses

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 list ways to protect yourself and others from disease.	Some ways of preventing illnesses are cleanliness, exercise and recreation, proper nutrition, dressing correctly for the weather, visits to the doctor, dentist and eye doctor, preventing germs from spreading, and immunizations.	communicating orally, discussing, listening, listing	A. Have a "What would you do?" session with the class. Example: "What would you do if you had to sneeze or cough, or you had a soda and your friend wanted a drink?" B. Have the class draw pictures of children doing things to prevent disease. Put the pictures on the bulletin board. C. Ask a nurse to talk to the class on ways to prevent illness.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Environmental Health

CONCEPT: Pollution management is important to the maintenance of good health.

TERMINAL OBJECTIVE: 061D1.00 To understand various kinds of pollution within the immediate environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the term pollution, its forms, and causes.	Pollution is something that is impure, untidy, unclean and bothersome. Examples of forms of pollution are air, water, noise, and land.	communicating orally, discussing, listening	A. Introduce the term "pollution" to students, using pictures to demonstrate the different forms of pollution. B. Take a walk within the schoolyard or community to look for pollutants.	Sc. 051C4, 054O1 S.S. 045B1, 045C1, 045E1, 045E2, 054C2, 054D1	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Environmental Health

CONCEPT: Pollution management is important to the maintenance of good health.

TERMINAL OBJECTIVE: 061D2.00 To understand ways of controlling pollution

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify ways of controlling pollution.	Controlling pollution is the responsibility of various groups in society. The individual needs to use resources wisely and dispose of waste properly. The family should use resources wisely, follow regulations regarding pollution, and use recycling centers. The community should support community pollution control and school and community clean up.	synthesizing	A. Take a picture of the students cleaning up the school and display it in the school hallway on a poster that encourages other classes to get involved. B. Pupils can make litter baskets from ice cream containers. Draw pictures of some type of pollution control.	Sc. 054O2 S.S. 045C1, 045C2, 045I1	

33

34

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Environmental Health

CONCEPT: Population size may affect health conditions.

TERMINAL OBJECTIVE: 061D3.00 To understand some causes and effects of overcrowding

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 define overcrowding.	Overcrowding is too many people or objects in a space. Overcrowding results in feelings of anger, insecurity and discomfort.	discussing, observing, identifying	A. Discuss with the class what constitutes an overcrowded situation.	Sc. 054O1 P.E. 091A3	
			B. Mark off an area on the floor or outside . Have one child at a time enter the area. Have the children describe the results as the number of children in the area increases. Ask what behaviors are observed as the area begins to fill up.	S.S. 041A1, 041E1, 042G2, 042G3, 045B1, 045F1	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good helath

STRAND: Environmental Health

CONCEPT: Population size may affect health conditions.

TERMINAL OBJECTIVE: 061D4.00 To recognize variations in family size

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 4.01 identify families of different sizes.	Reasons for family sizes may include money, divorce, death, desire for independence, desire for large families, religious beliefs, concern about overpopulation.	drawing, communicating orally, describing, listening	A. After students have drawn pictures of their families, have the class discuss the variations and similarities found in the various depictions of families. B. Ask members of the class to describe the largest family they know. Have them ask their parents to describe the largest families their parents have ever known.	S.S. 041B1	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Family Life

CONCEPT: Family life involves interpersonal relationships.

TERMINAL OBJECTIVE: 061E1.00 To understand various feelings in family relationships

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify various types of feelings and their causes.	Confusion may result when adults do things that chidlren know are wrong. Anger may result when children are mistreated. Happiness may result when love and affection are shown.	communicating orally, listening, describing, interpreting	A. Discuss with students various feelings and the situations in which they occur, including situations in which students feel comfortable and situations in which students feel uncomfortable. (Touching situations which make you feel comfortable and touching situations which make you feel uncomfortable.)	H.E. 061F3, 061D4 Sc. 041G2 S.S. 041I2 Art 074D1	
1.02 identify ways in which feelings are expressed.	Every person has both positive and negative feelings.	role-playing, interpreting pictures	A. Show pictures of persons expressing various emotions. Ask the students to identify the feeling expressed. B. Draw pictures of self, family members and classmates expressing various feelings. C. Discuss various feelings, including how you would respond to different touching situations.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Family Life

CONCEPT: Family life involves interpersonal relationships.

TERMINAL OBJECTIVE: 061E2.00 To understand ways children can contribute to healthy family life

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify the members of each student's family.	Students should determine the people who are included in their families. Families may include parents, children, and others who reside in their households.	drawing, discussing	A. Draw pictures of families. B. Construct a family tree.	Sc. 041C1, 041C2, 041F2, 041F3 S.S. 042C1, 042C2, 042D1, 042E1, 041F2, 041F3, 041G1, 041G2, 041G3	
2.02 identify ways family members can help each other.	Families provide for the needs and wants of their members. Children are important family members.	listing, identifying	A. List needs and wants of students. Discuss how families provide for those needs and wants. B. Draw or cut out pictures showing how love and concern can be shown for family members.		
2.03 identify jobs done by family members.	Jobs performed by family members may include: doing dishes; yard work; shopping; and cooking. Jobs which children may perform may include: cleaning own room; taking out garbage; setting table; folding laundry; and caring for pets.	role-playing, identifying	A. Role-play using the "family living center." B. Display pictures of various activities/jobs done by families. Categorize jobs as those done by adults and those which may be done by children. C. Draw pictures of students performing jobs in the home.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Mental Health

CONCEPT: Each person is unique and special.

TERMINAL OBJECTIVE: 061F1.00 To understand ways individuals are similar

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize ways in which all people are alike.	All people have the same basic physical structure and all people have emotions (feelings) which include: love; happiness; success; anger; jealousy; and disappointment. All people have basic needs for food, clothing, and shelter.	communicating orally, listening, appreciating the ideas of others, giving opinions, describing, recognizing	A. Construct stick puppets to represent emotions. Have students display the correct puppet to identify the emotion described by the teacher. B. Engage children in the discussion of a person they know: the person's actions, the person's likes and dislikes, facial expressions and speech.	S.S. 041G1, 041F1, 043F1, 041B1, 042B1, 041F3, 041J1 Sc. 052G1, 052G2 BSF Reading 02102, 02133, 02135	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Mental Health

CONCEPT: Each person is unique and special.

TERMINAL OBJECTIVE: 061F2.00 To understand ways individuals are different

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize ways in which individuals differ.	Individuals differ in the way they look; the way they talk; the way they spend their time; their abilities; their talents; and their handicaps.	communicating orally, listening, describing	A. Mirror partners: Looking into a mirror, each child describes how he/she looks and how he/she differs from the partner. B. Students share photos of themselves with the class and describe themselves. C . Each student cuts a picture from a magazine to show one of his/her interests. The picture is mounted on tagboard and the child's name is written underneath it. Other students guess each child's interest.	S.S. 041B3, 041I1, 041I2, 041H1	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Mental Health

CONCEPT: Emotions can be expressed in healthy ways.

TERMINAL OBJECTIVE: 061F3.00 To understand healthy ways in which feelings may be expressed

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
3.01 describe how people show emotions.	People show emotions by: hugging, using facial expressions, holding hands, patting, kissing, singing, hitting, throwing things, crying, pouting, fussing, and scolding.	communicating orally, listening, discussing, interpreting pictures	A. Discuss different feelings with children. Show pictures of people displaying different emotions. Include several different pictures that reflect a certain emotion. Give each child a paper plate and crayons. Pick one emotion and have each child draw his face reflecting that emotion.	P.E. 091D3	
3.02 identify good (positive) feelings and their causes.	Secure means having a comfortable place to live, having people you can trust, feeling safe, and having enough to eat. Happy means being loved, having friends, and having adults who care for you.	communicating orally, listening, discussing, comparing, contrasting	A. Have children describe what makes them feel good. B. Make a bulletin board of "Things We Are Thankful For." C. Read or tell children's stories which describe loving, nurturing situations. Have students identify how the characters made each other feel good. D. Discuss how touches make a person feel loved, feel proud and feel special. E. Have students cut out pictures of things that make them feel good, such as smiling faces and handshakes.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Mental Health

CONCEPT: Emotions can be expressed in healthy ways.

TERMINAL OBJECTIVE: 061F3.00 To understand healthy ways in which feelings may be expressed

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.03 identify bad (negative) feelings and their causes.	Sad means feeling lonely, doing something you should not do (guilt) or having your feelings hurt. Scared means feeling that someone is doing something that you don't like; feeling that someone you love is ill or hurt; or being afraid and not knowing what will happen.	communicating orally, listening, discussing, comparing, contrasting analyzing, decision making	A. Use the same activities as for objective 061F3.02, focusing on bad feelings and their causes. B. List ways to minimize bad feelings in the classroom, such as no hitting, no pinching and no name calling. C. Use resources from CSAP recommendations to illustrate inappropriate touches. D. Use stories such as "Cinderella" and "The Ugly Duckling" to illustrate some feelings and their causes. E. Have students share what makes them feel bad, such as being ignored.	P.E. 091D3	

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Mental Health

CONCEPT: Emotions can be expressed in healthy ways.

TERMINAL OBJECTIVE: 061F3.00 To understand healthy ways in which feelings may be expressed

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.04 identify ways of coping with bad (negative) feelings.	Coping strategies include: talking about what makes you have negative feelings with someone you trust; saying "no" to something you know is wrong; staying away from people and places which may be harmful; and following safety rules.	decision making, problem solving, analyzing	A. Play a game, " What Would You Do If..." Describe situations such as a bully on the playgroud, a friend getting hurt, someone bothering you, problems with parents, or someone asking you to do something you feel is wrong. Have students predict an appropriate action in each situation.		

51

52

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Nutrition

CONCEPT: Eating different foods contributes to a person's health.

TERMINAL OBJECTIVE: 061G1.00 To understand what constitutes a balanced diet

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss what makes a balanced diet.	Certain foods keep the body healthy: fruits and vegetables help keep blood healthy; grains give the body energy; vegetables help eyes work as they should; meat helps the body repair itself; milk helps bones and teeth to grow.	discussing, coloring, cutting, identifying	A. Color and cut out pictures of fruits, vegetables, grains, meats and milk, and paste them on another piece of paper to make a " Mr. Fruit, " " Mr. Grain," etc. Write a health rule for each one. B. Have a tasting party offering fruits, grains, vegetables, milk and meat. C. After eating lunch at school, have children identify what they had to eat and discuss what they should eat for a balanced diet.		

53

54

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Nutrition

CONCEPT: Eating different foods contributes to a person's health.

TERMINAL OBJECTIVE: 061G2.00 To identify various foods within the four food groups

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize various foods' relationship to the basic food groups.	Some examples of foods which belong to the basic food groups are as follows: fruit and vegetable -- oranges, apples, celery; grain -- bread, oatmeal, spaghetti; meat -- chicken, beef, pork, fish; milk -- ice cream, cheese, milk.	role-playing, discussion, constructing	A. Have students play "grocery store" with empty cartons, cans, etc. , and place one food from each of the food groups in their sacks. B. By using wrappers from a fast food restaurant, the students can pretend that they are at a fast food restaurant and choose one food from each of the basic food groups to form a nutritious meal. Follow up with a field trip to a fast food restaurant. C. Make a mobile of the basic food groups. D. Make foods out of papier mache'.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Personal Health

CONCEPT: Appearance is related to health and fitness.

TERMINAL OBJECTIVE: 061H1.00 To understand basic health practices which influence physical appearance

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the personal health practices necessary to keep the body healthy, clean, and attractive.	The following are required for maintenance of health: daily grooming, which helps us to be healthy and look neat and attractive and removes dirt and some disease germs; grooming tools, which include hair brush and comb, toothbrush, wash cloth, towel, glass/cup, toothpaste, and soap; and grooming activities, which include bathing/showering, washing hair, brushing hair, caring for nails, brushing and flossing teeth, cleaning clothes, washing hands before eating and after going to the toilet.	illustrating, discussing, making a mobile, listing, observing	A. Develop a chart showing daily grooming habits and relate those to good health. B. Make illustrations of both good and bad grooming habits. Compile a list of reasons we want to look neat and attractive. C. Explain proper use of grooming aids. D. Make a mobile showing items we use to keep our bodies clean. E. Discuss where germs can be found and how they may enter the body: through the nose, mouth, or cuts in the skin. Discuss ways we can keep germs from entering the body. Include washing hands as a daily routine at school.	S.S. 041I1	

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Personal Health

CONCEPT: Appearance is related to health and fitness.

TERMINAL OBJECTIVE: 061H1.00 To understand basic health practices which influence physical appearance

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 recognize health practices which influence physical appearance.	Usually allow for eight to ten hours sleep per night. Babies need more sleep than adults. Relaxation is a form of rest. Good posture helps us look and feel better and requires plenty of rest, exercise and proper nutrition. Appropriate clothing is determined by the weather outside, the inside environment, and what we are doing.	explaining, discussing, constructing, listing, observing, defining, discussing	A. Explain why our bodies need to rest. 1. Plan periods of rest and relaxation during the day's activities. 2. Discuss why it is important to go to bed at a similar time each night. 3. Make a class chart displaying pictures which illustrate bedtime routines. B. Demonstrate both good and bad posture. Discuss harmful effects bad posture might have on your body. C. Use information about the weather to dress dolls. Cut out pictures of apparel for fall, summer, winter and spring.		

HEALTH EDUCATION - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Safety and First Aid

CONCEPT: The practice of safety prevents accidents.

TERMINAL OBJECTIVE: 061I1.00 To understand safety rules to be followed when playing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 list and explain rules for safe play.	Instruction in the rules for play safety should cover playground rules, bicycle safety rules, neighborhood safety rules, gymnasium safety rules, and personal safety rules.	listening, observing, listing	A. List and display safety rules which should be followed when playing on the playground, in the gym, at home, and in the neighborhood. B. Arrange visits from resource people, such as a bicycle repairman and a police or safety officer. Set up a bicycle rodeo; let children have bikes inspected and then demonstrate riding competency.	Sc. 051B2 S.S. 044C1, 044C2 P.E. 09IB1	
1.02 state rules to follow to guard against harm by someone else.	The list of rules to guard against harm should include the following instructions from parents and teachers: avoid dangerous places; do not go out alone; do not go with strangers; do not accept food or other gifts from strangers; and scream and run away if someone tries to harm you.	identifying, discussing	A. Identify places in your community which are potentially dangerous, such as dark alleys, deserted buildings, and places where strangers congregate.		

HEALTH EDUCATION - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Safety and First Aid

CONCEPT: The practice of safety prevents accidents.

TERMINAL OBJECTIVE: 06112.00 To understand how to be safe in a car

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 explain how to be safe in a car.	Automobile passenger safety rules should include using safety belts, entering and exiting the car curbside, locking doors, not disturbing the driver, and not handling dangerous objects in the car.	discussing, listening, observing	A. Have a policeman visit the class to discuss seat belt safety. B. Discuss and demonstrate the use of seat belts. C. Make a chart of "safety in a car" rules and illustrate each rule.	S.S. 041C1	

HEALTH EDUCATION - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Safety and First Aid

CONCEPT: The practice of safety prevents accidents.

TERMINAL OBJECTIVE: 06113.00 To demonstrate safe behavior in daily activities

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
3.01 list and explain rules for safe school bus behavior.	Rules should include staying seated, being quiet, keeping aisles clear, staying off the road when waiting, not pushing or shoving, and keeping head, hands and arms inside the windows.	discussing, role-playing	A. Invite a school bus driver to class to acquaint students with proper conduct for safety on a bus. Have students discuss proper conduct. B. Role-play a school bus ride.	S.S. 044C1	
3.02 list and explain rules for safe pedestrian behavior.	Rules should include obeying traffic lights, crossing only at corners, looking both ways before crossing, walking on the side of the road that faces traffic, and wearing light-reflecting clothing at night.	applying	A. Display traffic signs and discuss their meaning. Take a walk through the neighborhood, using crosswalks and obeying signs. B. Invite a crossing guard or safety patrol member to speak to the class.		
3.03 list and explain rules for fire safety.	Rules should include checking for fire hazards, learning "drop and roll," and having a fire escape route.	applying	A. Have students visit a fire department or have fire officials visit the school. B. Practice fire drills at school. C. Have the students draw fire safety posters.		

HEALTH EDUCATION - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Safety and First Aid

CONCEPT: The practice of safety prevents accidents.

TERMINAL OBJECTIVE: 06113.00 To demonstrate safe behavior in daily activities

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.04 explain the individual's role in protecting and caring for the body.	The body is the personal property of the individual. Children have control over their bodies and have the responsibility of caring for and protecting their bodies.	analyzing, synthesizing	A. Explain how students can protect and care for their bodies. Have students name ways they can protect themselves. B. Illustrate the concept of ownership by discussing "what things other people can do to your pet or your toys." Discuss the responsibilities of ownership.		
3.05 state rules for personal safety.	The list of rules for personal safety should include: always having a partner, screaming if someone tries to harm or take you, and knowing your phone number. The list should include saying "no" if someone touches a private part of your body, telling a trusted adult if someone bothers you, not keeping secrets about touching, avoiding strangers, not giving out personal information to strangers, and trusting your feelings about a situation.	decision-making	A. Use filmstrips or stories to show students appropriate actions to avoid personal harm. Emphasize assertive actions and responses such as: say "no" in a strong voice while looking the person in the eye to emphasize that you know your rights. Other responses to inappropriate advances include getting away to a safe place and telling someone who can help you. (See resource recommendations for CSAP)		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Substance Use and Abuse

CONCEPT: Medicines may be helpful or harmful.

TERMINAL OBJECTIVE: 061J1.00 To understand the role of medicines/drugs in keeping people healthy

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCE
The learner will: 1.01 identify ways medicines/drugs may be helpful.	Medicines promote healing and prevent infection, ease discomfort, prevent disease, and keep infection from spreading.	discussing, sharing ideas, drawing conclusions	A. Discuss medicines children have used and why they were used. B. Invite a nurse from the health department to discuss immunizations and why they are given.		
1.02 identify people in the community who provide medicines.	Parents, doctors, nurses, and pharmacists provide medicines.	identifying	A. Visit a hospital, doctor, health department, dentist, and pharmacy or display pictures to represent them. Discuss the role of each in providing health services.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Substance Use and Abuse

CONCEPT: Medicines may be helpful or harmful.

TERMINAL OBJECTIVE: 061J2.00 To understand that medicines and other substances may be harmful

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCE
The learner will: 2.01 name some hazardous substances people use and/or abuse.	The following substances may be included: medicines, tobacco, caffeine, and cola.	naming	A. List various substances and how they are used and/or abused.		

HEALTH - KINDERGARTEN

GOAL: 06100 Understanding various elements involved in developing and maintaining good health

STRAND: Substance Use and Abuse

CONCEPT: Medicines may be helpful or harmful.

TERMINAL OBJECTIVE: 061J3.00 To understand safe practices in the use of medicines and drugs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCE
The learner will: 3.01 list rules of safety when taking medicine.	The following are possible rules: (1.) know from whom you may take medicine; (2.) never take food or drink from strangers; (3.) never take medicine on your own; (4.) don't ask for medicine you don't need; (5.) consult an adult before using any substance.	listing, recognizing	A. Have students ask their parents to make a list of the people from whom they may receive medicine. Use pictures to show children receiving medication from appropriate people. B. Show pictures of various people. Ask children, "Would you take medicine from this person? Why or why not?" Include doctor, teacher, parent, person on street, another child of the same age, an older child, a teenager, etc.		
3.02 list ways taking medicines may be avoided.	Minor pain may be relieved by resting or sleeping, regulating body functions by proper diet, or engaging in proper physical activity or exercise.	listing, recognizing	A. Describe situations where children do not feel well but might not need medicine. Ask children to identify alternatives to taking medicine.		
3.03 identify reasons why medicines should be taken only with adult supervision.	Guidelines for taking medicine properly include: making sure the correct medicine is taken; making sure to follow directions for the proper dosage; making sure the medicine is stored properly; being aware of the possible effects of combining medications; and observing for possible side effects, including rash, nausea, diarrhea, vomiting, and sleepiness.	identifying, analyzing, role-playing	A. Have students name people who dispense medication and discuss why the people may dispense medication. Also, make a list of people from whom children should not receive medication. (Include other children, people they do not know.) B. Have children take turns role-playing parent and child. Have the parent explain to the child why medicine should only be taken under adult supervision.		

PS 016384

KINDERGARTEN

SOCIAL STUDIES

CURRICULUM GUIDE

STATE of TENNESSEE
Department of Education

1985

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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The social studies curriculum is designed to provide a scope and sequence which should help students understand themselves and others in order to develop a healthy self concept and an appreciation of the contributions of others. The content is derived from history, political science, geography, economics, and the behavioral sciences. Implementation of the social studies curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

The K-8 social studies curriculum guide includes the goals, strands and terminal objectives of the state approved social studies framework. Terminal objectives can be identified by five characters. The first character is the grade level, the second character is the discipline, the third character is the goal, the fourth character is the strand, and the fifth character is the terminal objective number. Example - terminal objective number 541B3 is translated as follows:

5 = Grade - 5
4 = Discipline - Social Studies
1 = Goal Number
B = Strand - Historial
3 = Terminal Objective - 3

Each page of the guide contains at least one suggested instructional objective, associated content statements, skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference can be used to indicate where this objective appears in the curriculum guide of another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the Goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards: (2) the goals of the subject area which state the broad purposes of the subject, grades K - 12 and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K - 12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources and begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning, i.e., cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRIUCLUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching. Even in the higher grades, refocusing is a difficult technique to utilize due to lack of information regarding the content covered in other disciplines. Teachers should correlate the curriculum guides in order to maximize learning time.

Curriculum guides should indicate the relationship of objectives within a grade level in all subject areas. In order to reinforce previously introduced objectives, reference should be made to prerequisite and/or related objectives at previous grade levels.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences for children which are tailored to meet their needs.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. The teacher must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teaching Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including but not limited to textbooks, to plan lessons which give students maximum opportunities to utilize all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning time is effective and learning is maximized.

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SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Geographical

TERMINAL OBJECTIVE: 041A1.00 To know that individuals have a space

INSTRUCTIONAL	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 relate self to familiar places.	Reaching up high, down low and out gives a sense of space.	participating, communicating	A. In the gym, have students experiment with the individual space their bodies need. B. Discuss moving different directions without touching someone.	P.E. 091A3	
1.02 operate as a member of a group.	A group game includes each member using his own space.	predicting, cooperating	A. Discuss how much space is needed to play a particular group game. Play the game and discuss how much space was used.		
1.03 identify features of physical self.	Features of a self portrait should include a body with extremities and distinguishing characteristics.	identifying, completing a task	A. Make a self portrait by drawing around the body of each student. Have the students color and cut out their bodies. B. Display the bodies and have the students identify their own "portraits".	Sc. 052G1 He. 061F1	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Geographical

TERMINAL OBJECTIVE: 041A2.00 To know that individuals live in an environment and that environments differ

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify factors of the environment of home and school.	Define the term environment.	completing a task, cooperating, comparing and contrasting	A. Draw a picture of each person's room. B. Make a large map of the classroom using blocks or other manipulatives. C. Compare the home environment and the school environment.		
2.02 describe the community environment.	Define the term community.	completing a task, cooperating, comparing and contrasting, drawing	A. Develop an experience chart describing the environment of the community. B. Draw a picture of a favorite place in the community.		

88

89

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Geographical

TERMINAL OBJECTIVE: 041A3.00 To recognize that the globe is a model of the world

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 identify the globe as a picture of the earth.	A globe is a spherical representation of the earth.	identifying, comparing and contrasting	A. Show pictures of the earth taken from outer space. B. Examine a globe. Compare the pictures with the globe.		
3.02 identify land and water masses.	Examples of land masses will include plains, mountains, and valleys. Examples of water masses will include lakes, oceans, rivers, and seas.	identify, cooperating	A. Discover where land is and where water is on a globe. B. Participate in the following fingerplay activity: "We live in a world big and round (circle with arms), hills and valleys, water and land (one palm up, one palm down), this is where I can be found (point to globe), tell me where I stand"? (identify either land or water.)		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Historical

TERMINAL OBJECTIVE: 041B1.00 To understand that individuals have a personal history

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 state his/her birthdate.	A birthdate includes month and day (number) born.	communicating, participating in a group	A. Discuss birthdays and age.		
			B. Make a graph with months as headings. Using a photograph or self portrait, have each student glue their picture under the appropriate birth month.	L.A. 037B1	
1.02 recognize his/her address.	An address includes house number and street name.	communicating, identifying, completing a task	A. Discuss numbers on houses and names on streets and why they are important. Read an address and ask the class to identify who lives there.		
			B. Have flashcards or envelopes with the address of each student arranged in a circle. Let students find their addresses and sit on them.		
1.03 identify members of his/her family.	Members of your immediate family will include everyone who lives with you.	identifying, completing a task	A. Diagram the number of people in each family.	He. 061D4	
			B. Draw a picture of one's family and identify each person by name.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Historical

TERMINAL OBJECTIVE: 041B2.00 To develop a sense of time

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize the concepts of night and day.	The familiar characteristics of night and day should be included.	completing a task, comparing and contrasting, classifying	A. Paint or color on one half of folded paper a night scene and on the other half a day scene. Compare the two. B. Using a variety of pictures have students categorize them according to day or night and discuss why they were placed in that category.	Sci. 053J2	
2.02 recognize that the calendar is used to record time.	A calendar will include twelve months with days and dates.	identifying, communicating	A. Name day, date, and year using a classroom calendar on a daily basis. B. Look at a 12 month calendar and discuss days, months, and years.		
2.03 recognize that the clock is used to measure time.	A clock measures the hours and minutes in a day.	communicating, constructing, comparing	A. Discuss how a clock measures time. B. Make a paper plate clock. Match the hands to a demonstration clock showing the time for a particular activity.	BSF Math 016O4	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Historical

TERMINAL OBJECTIVE: 041B3.00 To understand that things change over time

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 state that the seasons of the year produce change.	Seasons to be discussed are summer, fall, winter, and spring.	listening, participating, identifying	A. Read books about the seasons and discuss how each season is different. B. Take a walk during each season and write a language experience story about it. C. Identify or mark a tree and observe its changes each season.	Sci. 052H1	
3.02 recognize that objects and people may look different with time.	Define the following terms: young, old, aging, antique.	communicating, comparing and contrasting, classifying	A. Have students name an object that is old. Discuss how it has changed since it was new. B. Sort and classify pictures of people as young and old. C. Sort items or pictures into categories of present time and long ago.	He. 061F2	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Citizenship/Law

TERMINAL OBJECTIVE: 041C1.00 To understand that there are rules that individuals have to follow

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize a need for rules in society.	A rule identifies a behavior which is expected.	communicating, listening	A. Discuss what a rule is and why we need to have rules. B. Give an example of a rule.		
1.02 relate rules that exist in the family group.	Some rules will be similar among families. Other rules will differ.	listening, communicating, identifying	A. List or identify general rules that individual families may have. B. Name a particular rule one's family has.	He. 06132	
1.03 relate rules at school.	Classroom rules should be specific and easily interpreted.	listening, communicating, completing a task	A. Discuss classroom procedures. Encourage participation in making rules for the classroom. B. Draw a picture showing the classroom rules.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Citizenship/Law

TERMINAL OBJECTIVE: 041C2.00 To know that people need rules for safety, daily living and fair treatment of others

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify playground rules.	Playground rules involve equipment, cooperation, sharing, and safety.	listening, participating	A. Discuss the proper use of playground equipment. B. Have a student or teacher demonstrate the right and wrong way to use the equipment.	He. 061I1	
2.02 recognize social rules and customs of courtesy.	Standard rules of courtesy should be utilized and may include saying "please" and "thank you", asking permission to borrow other people's property and taking turns.	demonstrating concern, giving opinions, participating, role-playing	A. Use role play to demonstrate good manners. B. Discuss how good manners can be used at school.	He. 061E2	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Economical

TERMINAL OBJECTIVE: 041E1.00 To recognize that individuals have needs and wants and people meet their needs in different ways

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 name three basic physical needs of people.	Needs included are as follows: food, water, shelter, and space.	problem solving, categorizing	A. Discuss and list the basic physical needs of people. B. Group magazine pictures according to food, water, shelter and space.		
1.02 recognize that wants are not the same as needs.	Define basic needs as those things essential to maintain life. Define wants as those things which are desired but not essential to maintain life.	discussing with a group, predicting, comparing and contrasting	A. Make a graph using magazine pictures showing items you want and items you need. B. Discuss what happens when your parent says "no."		
1.03 examine how the environment may dictate food, water, shelter and space.	Concepts to be discussed should include location and weather differences.	communicating, completing a task, predicting	A. Discuss the four basic needs of people, and discuss how each is affected by the environment. B. Find pictures that show differences that environment makes.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Economical

TERMINAL OBJECTIVE: 041E2.00 To know that people usually work to meet their needs by doing different jobs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize that people work to satisfy needs and wants.	A job or occupation requires either an innate or learned skill. We work at a job or occupation to fulfill a variety of needs and wants.	communicating, completing a task	A. List different jobs/occupations of family members. B. Draw pictures showing jobs/occupations the students could have when they grow up.	He. 061A2	
2.02 recognize that money has value.	Each coin has a particular monetary value.	identifying, comparing	A. Identify penny, nickel, dime, and quarter. B. Let each child match the correct coin with the value shown on an item. C. Set up a pretend store and let each child "buy" items using the correct amount of money.	Math 016O5	

104

105

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Anthropological

TERMINAL OBJECTIVE: 041F1.00 To understand that people everywhere are similar in physical structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that all people are similar in appearance.	Body parts to be recognized are head, nose, eyes, mouth, ears, arms, legs, neck, hands, feet, fingers, toes, knee, and chin.	identifying, participating, comparing and contrasting	A. Name and identify the body parts. B. Discuss how each student is like or different from other students.	Sc. 052G1, 152G2 He. 061F1	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Anthropological

TERMINAL OBJECTIVE: 041F2.00 To understand that individuals learn to do things from their culture

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 relate things learned from relatives.	Things learned from relatives may include skills such as hobbies, playing a musical instrument, trades, and information such as folklore and history.	discussing, completing a task	A. Have student draw pictures showing things their families have taught them. B. Name something one has taught a family member.	He. 061F1	
2.02 recognize that we speak a language learned from our parents or guardians.	Children learn to talk by listening to language in the home and associating words with objects and behaviors.	communicating, participating	A. Have each student find out and tell the firstwords they spoke. B. Discuss ways we learn to talk.		
2.03 recognize that family groups share similar religious and moral beliefs.	Families are very important in determining attitudes, beliefs and ways of behaving.	communicating, participating	A. Discuss activities families might participate in together. B. Have each student draw a picture showing activities their families participate in together.	He. 061E2	

108

109

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Anthropological

TERMINAL OBJECTIVE: 041F3.00 To understand that differences among people are a result of the culture to which they belong

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 describe events or customs special to their own or other families.	Events may include birthdays and holidays not celebrated by the entire class.	completing a task, comparing and contrasting	A. Have students draw pictures showing how their families observe a particular holiday. B. Compare the responses of the whole class.	He. 061E2	
3.02 recognize that differences in languages result from where we were raised.	Not all people speak the same language. People from the same country usually speak the same language.	listening, communicating, appreciating another culture	A. Talk to a person from another country. B. Learn one or two words in that person's language.	He. 061F1, 061F2	
3.03 relate that differences in dress or habits are a result of where they were raised.	Not all people eat the same foods, wear the same clothes or perform tasks in the same way.	comparing and contrasting, participating, appreciating another culture	A. Compare pictures showing people from different countries eating. Discuss their dress, food, etc. B. Participate in tasting food(s) from a different culture.	He. 061F1, 061F2	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Sociological/Psychological

TERMINAL OBJECTIVE: 041G1.00 To understand that there are similarities and differences among individuals

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss that all people are human beings.	Human beings have similar physical features and behaviors.	discussing, categorizing	A. Categorize pictures into sets according to people, animals, and things. B. Discuss how people are different from animals.	He. 061F1	
1.02 recognize that except for some physical differences, our cultures make the greatest differences in people.	Cultural differences include how people talk, dress, eat and live.	identifying, discussing, comparing and contrasting	A. Look at a bulletin board or poster showing people from different countries. B. Discuss how the people are alike and/or different.	He. 061F2	

112

113

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Sociological/Psychological

TERMINAL OBJECTIVE: 041G2.00 To understand that individuals have feelings, emotions, and problems

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 observe that all people can be happy or sad.	Everyone is happy sometimes and sad sometimes.	communicating, role-playing	A. Show pictures of people and let each student describe how the person is feeling in the picture and explain why. B. Role-play situations showing different emotions.	He. 061E1, 061F3	
2.02 recognize that all people are capable of being friends.	Characteristics of a friend include sharing, being honest, caring, being kind, helping and being considerate.	identifying, communicating	A. On an experience chart, list ways to be a friend. B. Have students state the way they can be a friend, then draw a picture to illustrate the way.		

114

115

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Sociological/Psychological

TERMINAL OBJECTIVE: 041G3.00 To recognize that the behavior of individuals is changed by their relationship with others

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 observe that some individuals work better with groups.	Working in a group requires sharing, cooperation, taking turns and being considerate of others' feelings.	participating, role-playing, communicating	A. Participate in a role-playing situation showing a small group working together and a small group not working together. Discuss the activity with the group.		
3.02 recognize that people may feel uncomfortable if the group is not friendly and cooperative.	People feel uncomfortable if they are ignored or treated badly by others in the group.	communicating, problem-solving	A. Discuss situations where the students have felt uncomfortable. Discuss ways to handle the problem for oneself or others.		
3.03 explain that we may behave differently with one group than with another.	Factors which may influence enjoyment of group participation may include the nature of the task, the amount of cooperation exhibited by group members, and how well group members know each other.	completing a task, communicating	A. On a folded piece of paper, draw a picture showing a group at school with whom you enjoyed working with. Discuss "How did you feel?" and "What did you do?".		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Career

TERMINAL OBJECTIVE: 041H1.00 To understand that individuals choose jobs they like and can do well

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 realize that everyone has things they like and don't like to do.	People don't always enjoy doing the same things.	completing a task, comparing and contrasting	A. Draw a picture showing something they like to do and something they do not like to do at home. B. Draw a picture showing something they like to do and something they do not like to do at school.	He. 061F2	
1.02 observe that we tend to work hardest at those things we enjoy doing most.	People generally enjoy doing things they can do well.	comparing and contrasting, completing a task	A. Draw a picture showing something easy to do at home and something hard to do at home. B. Draw a picture showing something easy to do at school and something hard to do at school.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Career

TERMINAL OBJECTIVE: 041H2.00 To understand that many jobs require that people work together

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
2.01 name some jobs which require a group effort.	Jobs may include building houses, running a school and completing a class project.	communicating	A. Name jobs that require one person to complete. B. Name jobs that require more than one person to complete.		
2.02 demonstrate that individuals need to do their part for a group task.	Each person's assigned task is essential to the completion of the job.	communicating	A. Discuss cleaning the kindergarten room at school. Assign or choose activities for each person.		
2.03 observe that cooperation can often get more done than an individual's working alone.	Some tasks which require cooperative efforts may include lifting heavy or awkward objects, picking up several objects, and doing jobs which require several hands.	problem-solving, communicating	A. After clean-up, discuss how particular jobs were completed and how they could have been completed sooner. Make plans for the next day to increase cooperation.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Futures

TERMINAL OBJECTIVE: 04111.00 To recognize that individuals grow from children to adults

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that our bodies change as we get older.	Growth and development entails changes in size, physical features, and needs such as sleep requirements.	comparing and contrasting, completing a task, communicating, predicting	A. Bring a baby picture and a current picture to school. Compare the two pictures for likenesses and differences. B. Have each student draw a picture showing how they will look when they are adults. Dictate words used to describe the picture.	He. 061H1	

123

122

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Futures

TERMINAL OBJECTIVE: 04112.00 To recognize that things change as individuals grow older

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize ways family groups may change over time.	Ways may include births, deaths, marriages and divorces.	sharing materials, communicating, comparing and contrasting	A. Ask students to draw a picture about their families. Then write a class story about a change in someone's family. B. Share a picture of your parents when they were children. Discuss the changes.	He. 061E1, 061D4	
2.02 relate how an individual's needs change over time.	As people grow older they become more independent and their needs change.	communicating	A. Name ways parents helped you when you were a baby. B. Name ways parents help you now, and things you can do without their help.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04100 Understanding self as an individual and in relation to other people

STRAND: Global

TERMINAL OBJECTIVE: 041J1.00 To understand that individuals make up the world and each is a part of the human family

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 relate that the human family has the same basic needs throughout the world.	All families have some needs which are the same such as food, clothing, shelter and love.	comparing and contrasting, communicating	A. Compare pictures showing families from different cultures. Discuss their similarities.	He. 061F1	
1.02 recognize the need to cooperate with others.	Feelings can be expressed in ways which contribute to peace and cooperation.	identifying, communicating	A. Look at pictures of families from different cultures. Discuss ways these children and parents might work together. Discuss how your family can cooperate with another family.	He. 061F3	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home, and school

STRAND: Geographical

TERMINAL OBJECTIVE: 042A1.00 To develop an understanding of the spatial relationship of home to school

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 indicate how one comes to school.	Students may travel to school by car, by bus, by bicycle, or by walking.	participating, identifying	A. Make a chart showing how each student comes to school.		
1.02 identify the school location on a map.	Maps are pictures which represent specific areas within a community. Finding the school on the map will aid in finding a route to the school.		A. Point to the school location on a large map.	L.A. 023B1	

TERMINAL OBJECTIVE: 042A2.00 To understand what a map represents

The learner will: 2.01 tell what a map is.	A map represents a portion of the earth's surface.	identifying	A. Place a symbol on a large map to represent one's home.	L.A. 023B1	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Historical

TERMINAL OBJECTIVE: 042B1.00 To know that homes were built at a certain point in time

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that some homes are older or newer than others.	Some families' homes have been lived in for many years. Other families' homes have been built recently. Types of homes generally change.	grouping and labeling	A. Categorize pictures of new and old homes.		

TERMINAL OBJECTIVE: 042B2.00 To understand that schools have changed through the years

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 inspect pictures of schools from other eras.	Schools which are built today do not look like schools which were built long ago.	comparing and contrasting	A. Compare differences in appearance and arrangement of "old" schools and "today's" schools.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Citizenship/Law

TERMINAL OBJECTIVE: 042C1.00 To recognize authority figures in the home and school

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the need for someone to be responsible.	Someone must be "in charge" to make decisions and take care of others.	communicating, participating	A. Discuss situations at home and at school where particular people need to make decisions.		
1.02 recognize which people are "in charge" at home and at school.	Students should recognize and accept parental authority and the authority of teachers.	identifying	A. Identify and list the appropriate people for situations given in Activity 1.01 A.	He. 061E2	

TERMINAL OBJECTIVE: 042C2.00 To understand that there are rules that people must follow when they build houses

The learner will: 2.01 recognize that houses must be constructed in a certain way to be safe.	Safety features include protection from weather, intruders, and time. Some materials make good homes, other materials do not.	listening, communicating	A. Read and discuss the story of THE THREE PIGS. B. Make a list of materials that could be used to build a house.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Political

TERMINAL OBJECTIVE: 042D1.00 To know that each family member has responsibilities

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 describe responsibilities one has in his/her family.	Students' responsibilities in the home may differ depending upon preference and needs of families.	communicating, completing a task, identifying	A. List responsibilities as students name them. B. Draw a picture showing a new responsibility you could do at home.	He. 061E2	
1.02 relate responsibilities other family members have.	Family members' roles and responsibilities vary among families.	communicating, comparing and contrasting, listening	A. Draw pictures showing responsibilities of other family members. B. Compare the different responsibilities of other family members.		
1.03 know that family groups function better if each person does his part.	Each family member has an important role in the family.	communicating, listening	A. Discuss situations where family members have carried out their responsibilities. B. Discuss situations where family members have not carried out their responsibilities.	He. 061E2	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Economical

TERMINAL OBJECTIVE: 042E1.00 To understand that families provide for needs and wants

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss the need for income for family expenses.	Families need money to purchase goods and services.	communicating, identifying	A. Name items you see your parents buy. B. Discuss ways you can help save money at home.	He. 061E2	
1.02 recognize that families work together to provide for their needs and wants.	People work at jobs to earn money. Families can provide for their needs in many ways.	completing a task, cooperating, identifying	A. Draw a picture showing your family working together at home. B. Make a card as a gift telling something you can do to help at home.	He. 061E2	

136

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Economical

TERMINAL OBJECTIVE: 042E2.00 To understand that families make decisions about wants

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 show that each family member has needs and wants that may differ from other members.	Each person is unique and special, and has individual needs and wants.	completing a task, making choices	A. Cut out pictures showing special wishes you have. B. Draw a picture showing what you would like to give each family member.		
2.02 recognize that each family decides which wants to satisfy.	Families cannot satisfy all wants and must prioritize the wants to be satisfied.	communicating	A. Show or tell what gifts you received on a special occasion like Christmas or birthday. Discuss why you did not receive everything you wanted.		

0 138

139

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Anthropological

TERMINAL OBJECTIVE: 042F1.00 To understand that every culture has a family unit and the culture helps determine family lifestyles

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that each family is part of a culture that determines the way families do things.	Lifestyles of students within a class will vary according to beliefs and customs to which families adhere.	communicating, completing a task	A. Name activities that many families participate in. B. Draw a picture of an activity that your family and a friend's family both do.		
1.02 recognize that values of our cultures often determine how and why a family does things.	Families have a right to choose values to which they adhere.	discussing	A. Discuss how each family feels about honesty. B. Name situations where family members are honest.	He. 061E2	

140

141

SOCIAL STUDIES - KINDERGARTEN

GOAL : 04200 Understanding roles and responsibilities of family, home and school

STRAND : Anthropological

TERMINAL OBJECTIVE: 042F2.00 To recognize that people need shelter, and shelters differ according to the culture and environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 appreciate the need for basic shelter.	People need shelter to protect them from weather and intruders and to provide comfort.	communicating discussing	A. Discuss why we need shelter. B. Draw a picture of two different shelters.		
2.02 compare different shelters in the community and in other places.	Not all people use the same kinds of shelters. The shelters we choose are largely dependent upon our cultures.	communicating, discussing	A. Find and cut out pictures showing different types of shelters. Categorize the pictures into sets of similar shelters.		

142

143

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Anthropological

TERMINAL OBJECTIVE: 042F3.00 To understand that going to school is a custom of our culture

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 know why we go to school.	School is a place for transmitting our culture. Attending school is very important in our culture.	appreciating ideas of others, interpreting, evaluating	A. Discuss why we go to school. B. Write an experience story listing what we learn at school.		
		communicating, collecting information	C. Discuss how our culture pays for schools. D. Draw a picture showing what items each school needs.		

144

145

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Sociological/Psychological

TERMINAL OBJECTIVE: 042G1.00 To know that families have members and that each has a role

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 See Instructional objectives 041B1.03 and 042D1.03		communicating, identifying,	A. Tell how many people are in one's family. B. Classify family members by their role in the family.		

TERMINAL OBJECTIVE: 042G2.00 To know that families work together to achieve goals

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize that all families have goals.	Goals are related to a family's needs and wants. See 042D1	communicating, completing a task	A. Name a place your family would like to visit or something your family would like to have. B. Draw a picture that shows something your family would like to change at home.		
2.02 show how the family works together to reach certain goals.	A family is a type of group and, therefore, individuals work as group members with each having responsibilities and rights. See 041H2		A. Tell how your family decides what place to visit. B. Draw a picture showing how your family can make changes at home.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Sociological/Psychological

TERMINAL OBJECTIVE: 042G3.00 To learn to cooperate by working in groups

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 relate how, by sharing the work, certain goals can more easily be met.	See 041H2	discussing	A. Discuss how you helped someone at home. B. Draw a picture showing your family helping you at home.	He. 061E2	

148

149

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Career

TERMINAL OBJECTIVE: 042H1.00 To recognize that family members have jobs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify certain jobs done at home.	Include jobs done by both children and adults.	communicating, completing a task, identifying	A. Name jobs that need to be done. B. Draw a picture of your jobs at home.		
1.02 relate the importance of each job and how cooperation helps each family.	See 042D1		A. Discuss why particular jobs are important. B. Tell how you could help family members with their jobs.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Career

TERMINAL OBJECTIVE: 042H2.00 To understand that there are many different jobs in building shelters

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize that a house is a combination of a great many parts.	Parts include lumber, nails, glass and other materials put together.	identifying, grouping	A. Name materials needed to build a playhouse. B. Sequence pictures that show how a real house is built.		
2.02 know that many skills are needed and that people do the task they do best to produce better housing.	Skills may include carpentry, masonry, painting and decorating.	identifying, observing	A. List types of skills needed to build a playhouse. B. Watch someone using a special skill or choose a special skill to try.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding the roles and responsibilities of family, home and school

STRAND: Futures

TERMINAL OBJECTIVE: 042I1.00 To recognize that family members change

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: same as 041I2		communicating, predicting	A. List events that cause families to change.		

TERMINAL OBJECTIVE: 042I2.00 To understand that future shelters may look different and be located in space, under water, or underground

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 observe how shelters have changed over the years.	People have not always lived in houses as we know them. See 042B1	participating, observing	A. Name different kinds of shelters. B. Participate in making a mural showing different kinds of shelters.		
2.02 predict changes in shelters in the future.	Shelters will continue to change as new and better materials are produced and as people's preferences change.	predicting	A. List some new places for shelters to be built. B. Draw a picture of a new kind of shelter.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04200 Understanding roles and responsibilities of family, home and school

STRAND: Futures

TERMINAL OBJECTIVE: 04213.00 To realize that individuals attend school to prepare for the future

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 discuss the importance of things one has learned.	People do not always learn things for the same reasons. Learnings are useful in more than one situation.	communicating, evaluating	A. Name something you have learned in school. Tell why it was important to learn it.		
3.02 discuss things one may need to learn in the future.	Learnings may include use of new machines and words.	communicating, evaluating	A. On an experience chart, list things one may need to learn in the future. What would you most like to learn?		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04300 Understanding and appreciating the similarities and differences of other cultures

STRAND: Geographical

TERMINAL OBJECTIVE: 043A1.00 To develop perception of distance in relation to how far a specific location is from home

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the differences in the distance of one's home from school, from another town, from another state, and from another country.	Some locations are closer to home than others.	identifying, locating, comparing	A. On a map, draw lines to show the distance from home to a variety of places. B. Using the correct terminology, compare the distances of the different locations from "home."	L.A. 023B1	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04300 Understanding and appreciating the similarities and differences of other cultures

STRAND: Citizenship/Law

TERMINAL OBJECTIVE: 043C1.00 To understand that each culture has rules that people must follow

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that each culture defines its own rules.	Not all cultures follow the same rules. See also 041C1	comparing, contrasting, communicating	A. The teacher will initiate a discussion concerning how the classroom situation differs from the child's home situation in regard to rules. B. Compare and contrast how the rules needed at school differ from those needed at home. C. Make a chart of classroom rules generated from this discussion.		

SOCIAL STUDIES - KINDERGARTEN

GOAL 04300 Understanding and appreciating the similarities and differences of other cultures

STRAND Economical

TERMINAL OBJECTIVE: 043E1.00 To understand that people in other cultures work to provide for needs and wants

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss that different cultures may have different needs and wants.	Some things we consider needs are actually wants which our culture considers important.	listening, communicating, appreciating other cultures	A. Read a story about another culture. Discuss different needs and wants that are important to that culture.		

TERMINAL OBJECTIVE: 043E2.00 To identify jobs that are similar and different between their community and one in another country

The learner will: 2.01 identify similarities and differences of jobs in other cultures.	Needs and wants which are important in a culture may determine the jobs that are done in that culture.	comparing and contrasting, labeling, appreciating other cultures	A. Name jobs from another culture. Compare these jobs with jobs in one's own culture.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04300 Understanding and appreciating the similarities and differences of other cultures

STRAND: Anthropological

TERMINAL OBJECTIVE: 043F1.00 To identify likenesses and differences in food, clothes, homes, and games in different cultures

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 explore likenesses and differences of a culture other than our own.	Cultures, like individuals, differ in the ways they dress, talk and do things.	listening, communicating, comparing and contrasting, appreciating another culture	A. Read a story about another culture. Tell how the other culture is like or different from our own.		

TERMINAL OBJECTIVE: 043F2.00 To compare their family with a family in another culture

The learner will: 2.01 explore likenesses and differences between family roles in his/her home and family roles in another culture.	Family roles in other cultures may differ from those in the student's culture.	communicating, comparing and contrasting, appreciating another culture	A. Compare one's family to a family from another culture. B. Dictate a story about a family from ____________ (another culture).		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04300 Understanding and appreciating the similarities and differences of other cultures

STRAND: Global

TERMINAL OBJECTIVE: 043J1.00 To recognize the contributions of different cultures

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify customs, inventions, and language we have acquired from other cultures.	Customs may include dress, holidays, and foods. Inventions include television, automobiles, and electricity.	communicating, comparing and contrasting	A. Discuss customs from another culture that are similar to our customs. B. Discuss language or dress of another culture and compare it to our language or dress.		
1.02 identify contributions our culture has made to the world.	Contributions may include inventions, methods of farming and types of clothing.	listening, identifying	A. Look at pictures and read books about other cultures. Discuss what you saw that our culture may have given to another culture.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Geographical

TERMINAL OBJECTIVE: 044A1.00 To know that people travel from place to place by different means of transportation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify ways one has traveled.	Methods of transportation may include buses, boats, cars, trains and airplanes.	communicating	A. Discuss and list ways each student has traveled. B. In small groups, have each child name a different form of transportation.		
1.02 classify means of transportation as those used on land, in water and in the air.	Land transportation may include trucks, cars and trains. Water transportation may include boats, ships and submarines. Air transportation may include balloons, airplanes and helicopters.	grouping, labeling	A. Let each child point to a transportation vehicle and tell if it is used on land, air or water. B. Choose one form of transportation and draw a picture of it showing where it would be used.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Geographical

TERMINAL OBJECTIVE: 044A2.00 To recognize that land and water forms affect the type of transportation used

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify means of transportation used in the community.	Transportation used may be determined by the geography of a place.	grouping, labeling	A. Using small pictures, show ways one may travel by land, air, and water in a community. B. Pin a picture on the back of each child's shirt. Using yes/no answers, have each child identify the method of transportation on the shirt.		
2.02 recognize that each form of transportation has advantages and limitations.	Factors to be considered may include cost, availability and appropriateness.	grouping, discussing, evaluating	A. Sort transportation toys brought from home and categorize into groups that travel on land, air or water. B. Discuss why one form of transportation cannot be placed in a different category. A _________ can travel by _________, but cannot travel by __________ .		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Historical

TERMINAL OBJECTIVE: 044B1.00 To recognize that people have changed the means of transportation over the years

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 compare ways early settlers traveled and ways people travel today.	Means of travel have changed over the years.	cooperating, completing a task	A. Make one mural showing how early settlers traveled. B. Make another mural showing how people travel today.		
1.02 recognize how transportation makes movement faster.	Some forms of transportation are faster than others.	collecting information, communicating	A. With bodies, demonstrate moving fast and moving slowly. B. Name several forms of transportation and arrange them from slowest to fastest.		

172

173

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Citizenship/Law

TERMINAL OBJECTIVE: 044C1.00 To understand that there are rules to follow while using transportation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify rules of safety needed to operate each form of transportation.	Rules should be general such as "observe speed limits".	communicating, evaluating, comparing and contrasting	A. Tell what safety rules are needed for land transportation. B. Tell what safety rules are needed for water transportation. C. Tell what safety rules are needed for air transportation.	He. 061I3	
1.02 demonstrate the rules of safety needed by passengers and others	Rules should be specific for students such as "use seat belts".	role-playing	A. Demonstrate safety rules for passengers. Tell why safety rules are necessary.	He. 061I2	

TERMINAL OBJECTIVE: 044C2.00 To learn rules of safety including signs and signals

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 illustrate the importance of signs and signals as rules of safety.	Signs should include stop signs, speed signs and railroad crossings.	communicating, role-playing	A. Name signs and signals that help one keep safe. B. Role play crossing a pretend street using blocks, cars and trucks.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Economical

TERMINAL OBJECTIVE: 044E1.00 To know that transportation costs money and people pay to use public transportation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 relate that it costs to operate each form of transportation.	Costs include gasoline, tires, and repairs.	communicating, labeling	A. List items that parents buy for their car. B. Discuss what is needed to operate other forms of transportation.		
1.02 discuss that costs are paid back by charging the user.	People pay fees to ride some forms of transportation such as airplanes.	communicating, role-playing	A. Discuss a bus owner's expenses in operating a bus. B. Take a pretend trip by bus, using chairs for the bus. Buy a pretend ticket and pay the driver as you get on.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Anthropological

TERMINAL OBJECTIVE: 044F1.00 To recognize that the means of transportation may differ in different cultures

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss how transportation may differ in other cultures.	Some forms of transportation are unique to a culture, such as travel by camel.	communicating, listening	A. Read stories about other cultures. Discuss what forms of transportation are different from transportation in our culture.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Career

TERMINAL OBJECTIVE: 044H1.00 To recognize that different types of transportation provide jobs for people

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that transportation requires many different people to perform necessary roles.	Some jobs performed may include selling tickets, and driving and servicing vehicles.	grouping, identifying	A. Choose one form of transportation. List workers who may be needed to perform particular tasks for that form of transportation.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Futures

TERMINAL OBJECTIVE: 044I1.00 To recognize that transportation in the future may be faster and people may visit places in space

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss how transportation has changed over the years.	See 044B1.01	grouping, labeling	A. Cut out pictures of old and new cars and/or planes. B. Sequence the pictures from old to new.		
1.02 predict ways travel may be changed in the future.	Ways may include speed, safety features and methods of operation.	predicting, communicating	A. Create and draw a new form of transportation. Dictate a story about it and tell where you would go in it.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04400 Understanding how changes in transportation affect people's lives

STRAND: Global

TERMINAL OBJECTIVE: 044J1.00 To observe that people can be transported around the world in a short period of time

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify means of transportation which move fast.	Jet air craft and space shuttles move people and things quickly.	listening, observing, comparing	A. Read a book about the space program. B. Watch a launching on TV. C. Discuss speed and compare a jet plane and/or space shuttle to a slower form of aircraft.		

184

185

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Geographical

TERMINAL OBJECTIVE: 045A1.00 To observe different aspects of the environment including landforms, water, natural and man-made features

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss the difference between natural and man-made environment.	Natural features in the environment are those which were not made by man and include plants, animals, and mountains. Man-made features are those which were designed and/or constructed by people.	communicating, grouping, identifying	A. Define and discuss natural and man-made. B. Cut and sort magazine pictures that demonstrate man-made and natural environment.		
1.02 identify local man-made and natural features.	Features should include local landmarks or other features which are notable in a community.	identifying, observing	A. Identify local natural features. B. Identify local man-made features. C. Visit and/or take photographs of these areas.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Historical

TERMINAL OBJECTIVE: 045B1.00 To recognize that people in the past have misused the environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss how the environment has been misused (altered by people).	People have misused the environment by polluting it, allowing erosion, causing fires, and destroying natural features.	communicating, identifying	A. Choose an area in the vicinity of the school which shows environment misuse. B. Find pictures that show other alterations made by people.	Sc. 054O1 He. 061D1	
1.02 discuss problems that are a result of misuse.	Problems may include unsafe water, unfertile soil, and unsightly and unhealthy litter.	observing, predicting	A. Examine a chosen area and observe the problems associated with it. Predict what may happen if misuse continues.	Sc. 054O1 He. 061D1	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Citizenship/Law

TERMINAL OBJECTIVE: 045C1.00 To understand that there are rules to protect the environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss rules that protect the environment.	Rules should include those regulating garbage disposal, open fires and use of public land.	listening, discussing, respecting rules	A. Have a guest speaker tell who is responsible for making the rules. Discuss rules of your community.	Sc. 05402 He. 061D2	

TERMINAL OBJECTIVE: 045C2.00 To understand that each individual has a responsibility to protect the environment

The learner will: 2.01 discuss ways students can protect the environment at home, school, or in the community.	Ways should include cleaning up litter and disposing of litter properly, conserving water and energy, and using fire safely.	communicating, completing a group task, cooperating	A. List ways students can protect their environment at home, at school or in the community. B. Plan and participate in a planned project to protect the environment.	Sc. 05402 He. 061D2	

TEACHER NOTES

SOCIAL STUDIES - KINDERGARTEN

GOAL 04500 Understanding the importance of conserving the natural environment

STRAND Economical

TERMINAL OBJECTIVE: 045E1.00 To recognize that the environment can be polluted by people

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 relate ways people pollute the environment (industry, individuals, and culture).	Forms of pollution may include air pollution, land pollution and water pollution.	listening, completing a task	A. Read a book about pollution. B. Draw pictures or find magazine pictures that demonstrate pollution.	Sc. 05401 He. 061D1	

TERMINAL OBJECTIVE: 045E2.00 To understand that pollution can cost people their health and jobs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 discuss ways people's health and/or jobs are affected by pollution.	Health related problems may include allergies, illness and death. Job related problems may include time spent away from job due to illness or jobs changing due to environmental changes.	communicating, identifying	A. Make a chart of things to which students are allergic. Identify those which can be traced to pollutants. B. Visit a fish hatchery or other similar operation. Discuss what would happen if the water should be polluted.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Anthropological

TERMINAL OBJECTIVE: 045F1.00 To understand that the ways people use resources of their environment are determined by their culture

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: discuss ways our culture uses the environment. (resources for production of goods)	Ways include sources for production of goods, food, recreation, and energy.	identifying, communicating	A. List occupations that depend on the environment in one's community. B. Discuss how these resources are being protected or misused.		

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Sociological/Psychological

TERMINAL OBJECTIVE: 045G1.00 To recognize that individuals are dependent upon the environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize that our basic needs are drawn from the environment.	Basic needs are water, food, clothing and shelter.	communicating, cooperating	A. Discuss items we receive from the environment. B. Make a mural showing our environment.		
1.02 identify sources of food, clothing and shelter.	Emphasis should be placed upon plants used for food, clothing and shelter.	grouping, labeling	A. List ways we get food, clothing and shelter. B. Using pictures, show the sequence of a food or piece of clothing from the environment to the home.		
1.03 predict the results if the sources are exhausted.	Lack of resources may lead to famine.	predicting, communicating	A. Discuss what would happen if our sources were exhausted. Change the mural to show these results.		

197

198

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Career

TERMINAL OBJECTIVE: 045H1.00 To recognize that there are jobs related to working with and protecting the environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discuss jobs related to preserving the environment.	Jobs may include forest rangers, conservationists and wildlife officers.	listening, communicating	A. List jobs related to preserving the environment. B. Invite one of these people to visit the classroom and discuss his/her job.		
1.02 define jobs that use natural resources.	Jobs may include logging, coal mining and fishing.	grouping, labeling	A. List jobs that use natural resources. Draw pictures that illustrate these jobs.		

20

199

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Futures

TERMINAL OBJECTIVE: 04511.00 To understand that the environment must be protected so that people can enjoy it in the future

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize why we need to protect our environment for the future.	Conservation helps assure adequate food, water, clothing, and shelter for future generations.	communicating, listening	A. Discuss why the environment needs protection. B. Tell how we can use the environment when we are adults.	Sc. 05402	

SOCIAL STUDIES - KINDERGARTEN

GOAL: 04500 Understanding the importance of conserving the natural environment

STRAND: Global

TERMINAL OBJECTIVE: 045J1.00 To recognize that pollution of one part of the environment may affect other parts of the environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify forms of pollution.	Pollutants should include those things which are found on land, in the air and in water.	observing	A. Observe litter, erosion and smoke pollution. B. Find or take pictures showing examples of pollution.		
1.02 discuss how a small pollution problem can become a large pollution problem.	Emphasis should be placed on the accumulation of pollutants over time.	communicating, cooperating	A. Discuss the beginning of a small litter problem and how it can become a big litter problem. B. Make up a song or poem about litter. C. Have each child take home a garbage bag to pick up litter found around home. Show that some forms of litter can be recycled. D. Collect cans.		

SOCIAL STUDIES SKILLS

K - 1

SKILL AREAS			
INFORMATIONAL	MAPS AND GLOBES	INTERPERSONAL	ATTITUDES
To collect information through observation. To identify characteristics. To learn to group and label items. To read for information. To identify problems. To interpret and evaluate information. To compare and contrast data. To predict outcomes on the basis of information. To identify alternatives and consequences and make choices. To communicate orally and in writing.	To use directions - N S E W. To use location terms - up, down, near, far. To identify water and land masses on maps and globes. To construct simple maps. To identify North America, the Equator and the poles. To judge distances.	To demonstrate cooperation in working with others. To develop listening skills. To appreciate the ideas of others. To give opinions. To share materials. To complete tasks assigned in a group. To participate in role playing activities.	To develop a healthy self concept. To demonstrate concern for others. To respect rules and authority. To respect the rights and property of others. To develop an appreciation of other cultures. To accept individual responsibility. To appreciate the contributions of ethnic and cultural groups.

Content Objectives

GRADE: Kindergarten

GOAL: 04100 UNDERSTANDING SELF AS AN INDIVIDUAL AND IN RELATION TO OTHER PEOPLE

A Geographical	B Historical	C Citizenship/Law	D Political	E Economical
041A1 To know that individuals have a space.	041B1 To understand that individuals have a personal history.	041C1 To understand that there are rules that individuals have to follow.		041E1 To recognize that individuals have needs and wants and people meet their needs in different ways.
041A2 To know that individuals live in an environment and that environments differ.	041B2 To develop a sense of time.	041C2 To know that people need rules for safety, daily living and fair treatment of others.		041E2 To know that people usually work to meet their needs by doing different jobs.
041A3 To recognize that the globe is a model of the world.	041B3 To understand that things change over time.			

Content Objectives

F Anthropological	G Sociological/ Psychological	H Career	I Futures	J Global
041F1 To understand that people everywhere are similar in physical structure. 041F2 To understand that individuals learn to do things from their culture. 041F3 To understand that differences among people are a result of the culture to which they belong.	041G1 To understand that there are similarities and differences among individuals. 041G2 To understand that individuals have feelings, emotions and problems. 041G3 To recognize that the behavior of individuals is changed by the relationship with others.	041H1 To understand that individuals choose jobs they like and can do well. 041H2 To understand that many jobs require that people work together.	041I1 To recognize that individuals grow from children to adults. 041I2 To recognize that things change as individuals grow older.	041J1 To understand that individuals make up the world and each is a part of the human family.

Content Objectives

GRADE: Kindergarten

GOAL: 04200 UNDERSTANDING ROLES AND RESPONSIBILITIES OF FAMILY, HOME AND SCHOOL

A Geographical	B Historical	C Citizenship/Law	D Political	E Economical
042A1 To understand that families live in a specific location. 042A2 To develop an understanding of the spatial relationship of the home to the school. 042A3 To understand what a map represents.	042B1 To know that each family has a family tree. 042B2 To know that homes were built at a certain point in time. 042B3 To understand that schools have changed through the years.	042C1 To know that families need rules. 042C2 To recognize authority figures in the home and school. 042C3 To understand that there are rules that people must follow when they build houses. 042C4 To know that schools have rules.	042D1 To know that each family member has responsibilities.	042E1 To understand that families provide for needs and wants. 042E2 To understand that families make decisions about wants.

Content Objectives

F Anthropological	G Sociological/ Psychological	H Career	I Futures	J Global
042F1 To understand that every culture has a family unit and the culture helps determine the way families do things.	042G1 To know that families have members and that each has a role.	042H1 To recognize that family members have jobs.	042I1 To recognize that family members change.	
042F2 To recognize that people need shelter and shelters differ according to the culture and environment.	042G2 To know that families work together to achieve goals.	042H2 To understand that there are many different jobs in building shelters.	042I2 To understand that shelters of the future may look different and be located in space, under water or under ground.	
042F3 To understand that going to school is a custom of our culture.	042G3 To learn to cooperate by working in groups.		042I3 To realize that individuals attend school to prepare for the future.	

Content Objectives

GRADE: Kindergarten

GOAL: 04300 UNDERSTANDING AND APPRECIATING THE SIMILARITIES AND DIFFERENCES OF OTHER CULTURES

A Geographical	B Historical	C Citizenship/Law	D Political	E Economical
043A1 To develop perception of distance in relation to how far a specific location is from home.		043C1 To understand that each culture has rules that people must follow.		043E1 To understand that people in other cultures work to provide for needs and wants. 043E2 To identify jobs that are similar and different between their community and one in another country.

Content Objectives

F Anthropological	G Sociological/ Psychological	H Career	I Futures	J Global
043F1 To identify the likenesses and differences of the food, clothes, homes and games with those in different cultures. 043F2 To compare their family with a family in another culture.				043J1 To recognize the contributions of different cultures.

Content Objectives

GRADE: Kindergarten

GOAL: 04400 UNDERSTANDING HOW CHANGES IN TRANSPORTATION AFFECT PEOPLE'S LIVES

A Geographical	B Historical	C Citizenship/Law	D Political	E Economical
044A1 To know that people travel from place to place by different means of transportation. 044A2 To recognize that land and water forms affect the type of transportation used.	044B1 To recognize that people have changed the means of transportation over the years.	044C1 To understand that there are rules to follow while using transportation. 044C2 To learn rules of safety including signs and signals.		044E1 To know that transportation costs money and people pay to use public transportation.

Content Objectives

F Anthropological	G Sociological/ Psychological	H Career	I Futures	J Global
044F1 To recognize that the means of transportation may differ in different cultures.		044H1 To recognize that different types of transportation provide jobs for people.	044I1 To recognize that transportation in the future may be faster and people may visit places in space.	044J1 To observe that people can be transported around the world in a short period of time.

Content Objectives

GRADE: Kindergarten

GOAL: 04500 UNDERSTANDING THE IMPORTANCE OF CONSERVING THE NATURAL ENVIRONMENT

A Geographical	B Historical	C Citizenship/Law	D Political	E Economical
045A1 To observe different aspects of the environment including landforms, water, natural and manmade features.	045B1 To recognize that people in the past have misused the environment.	045C1 To understand that there are rules to protect the environment. 045C2 To understand that each individual has a responsibility to protect the environment.	045D1 To identify rules in the home, school, and community that have been made to protect the environment.	045E1 To recognize that the environment can be polluted by people. 045E2 To understand that pollution can cost people their health and jobs.

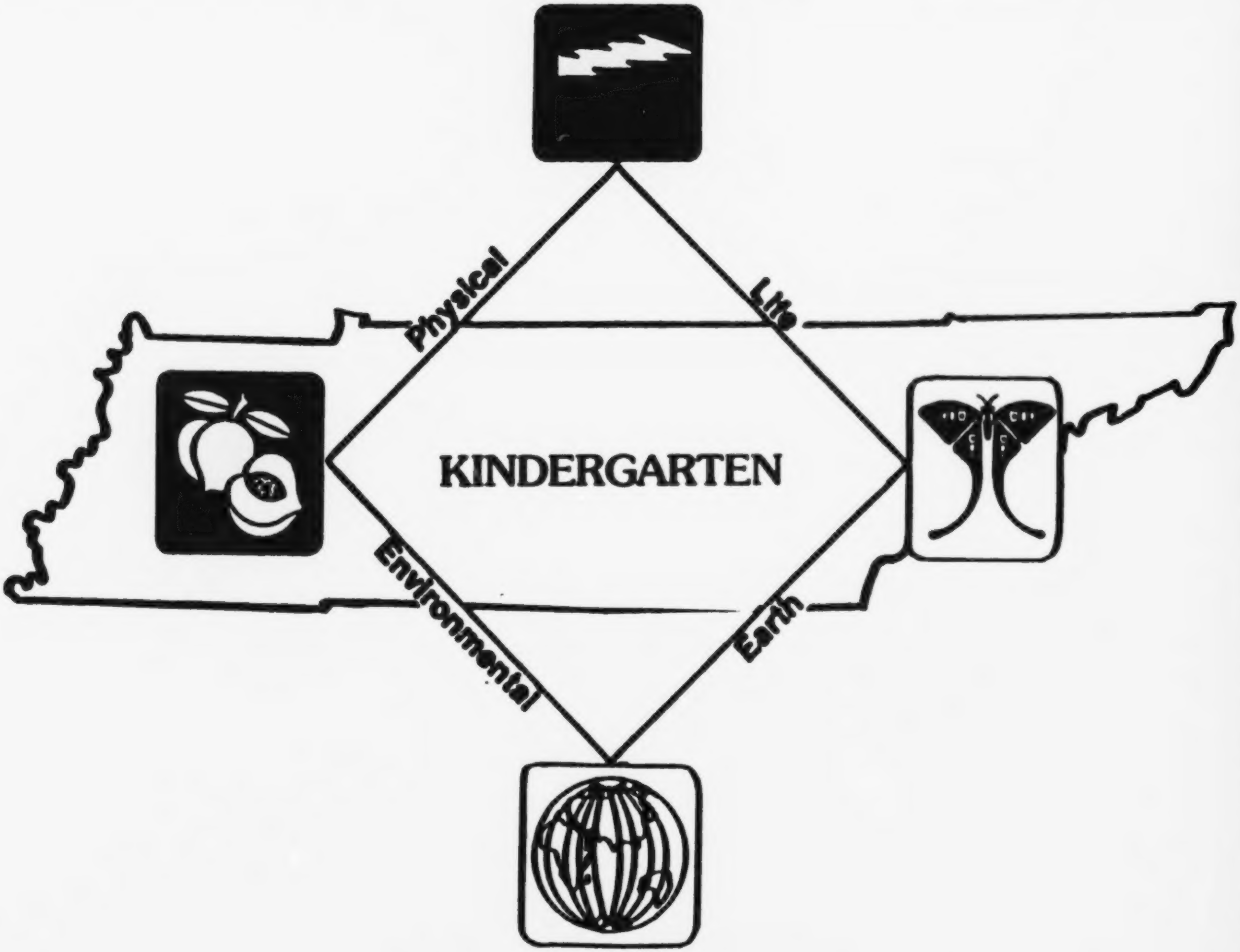
Content Objectives

F	G	H	I	J
Anthropological	Sociological/ Psychological	Career	Futures	Global
045F1 To understand that the ways people use the resources of their environment are determined by their culture.	045G1 To recognize that individuals are dependent upon the environment.	045H1 To recognize that there are jobs related to working with and protecting the environment.	045I1 To understand that the environment must be protected so that people can enjoy it in the future.	045J1 To recognize that pollution of one part of the environment may affect other parts of the environment.

PS 016384

SCIENCE

CURRICULUM GUIDE


Physical
Life
KINDERGARTEN
Environmental
Earth

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
1985

227

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The science curriculum guide is designed to provide a scope and sequence for the teaching of science. Its use will enable students to learn scientific processes and concepts, and develop the ability to apply them as needed in everyday life. Implementation of the science curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The K-8 science curriculum is divided into areas and strands as illustrated on the following page. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved science framework. Terminal objectives can be identified by five characters. The first character is the grade level, the second character is the discipline, the third character is the area, the fourth character is the strand, and the fifth character is the terminal objective number.

Example - the terminal objective number 451B2 is translated as follows:

4 = Grade - 4
5 = Discipline - Science
1 = Area - Physical Science
B = Strand - Electricity and Magnetism
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

CONTENT EMPHASIS

	1 PHYSICAL				2 LIFE					3 EARTH AND SPACE				4 ENVIRONMENTAL		
	A MACHINES AND WORK	B ELECTRICITY AND MAGNETISM	C SOUND, HEAT AND LIGHT	D MATTER AND ENERGY	E ANIMALS	F PLANTS	G HUMAN BODY	H GROWTH AND DEVELOPMENT	I MICROSCOPIC LIFE	J ASTRONOMY	K METEOROLOGY	L GEOLOGY	M OCEANOGRAPHY	N ENERGY AND THE ENVIRONMENT	O MAN'S EFFECT ON THE EARTH	P ECOSYSTEMS
Grade K	✓	✓	✓		✓	✓	✓	✓		✓	✓			✓	✓	
Grade 1	✓		✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓
Grade 2		✓	✓		✓	✓		✓		✓	✓	✓		✓	✓	✓
Grade 3	✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	✓
Grade 4		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
Grade 5	✓	✓	✓	✓	✓	✓	✓		✓			✓		✓	✓	✓
Grade 6	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓
Grade 7					✓	✓	✓	✓	✓						✓	✓
Grade 8										✓	✓	✓	✓	✓	✓	

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the Goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards: (2) the goals of the subject area which state the broad purposes of the subject, grades K - 12 and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K - 12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources and begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning, i.e., cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRIUCLUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching. Even in the higher grades, refocusing is a difficult technique to utilize due to lack of information regarding the content covered in other disciplines. Teachers should correlate the curriculum guides in order to maximize learning time.

Curriculum guides should indicate the relationship of objectives within a grade level in all subject areas. In order to reinforce previously introduced objectives, reference should be made to prerequisite and/or related objectives at previous grade levels.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences for children which are tailored to meet their needs.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. The teacher must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teaching Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including but not limited to textbooks, to plan lessons which give students maximum opportunities to utilize all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning time is effective and learning is maximized.

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SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Machines and Work

CONCEPT: Work involves movement of objects.

TERMINAL OBJECTIVE: 051A1.00 To understand the use of simple machines in doing work

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 manipulate simple machines and describe the work each performs.	Work is the movement of an object. Simple machines make work easier. Some simple machines are scissors, hammer, screw-driver, and bottle opener.	observing, concluding, communicating orally, following directions	A. Allow students to manipulate simple machines such as hammer, scissors, screw-driver, and bottle opener.		
1.02 describe life before the invention of some simple machines.	Life was more difficult before machines. Examples of this condition include the difficulty in moving heavy loads that existed before the invention of the wheelbarrow and the extra work that occurred when clothes were washed in the creek.	communicating orally, drawing conclusions	A. Challenge the students to do the same work in 1.01A without the machines. B. Have students describe how people might have done their work before the invention of the machines.		
1.03 communicate the importance of simple machines in the environment.	Work can be made easier by using simple machines. In effect, less energy has to be expended if a simple machine can be used.	observing, following directions, listening	A. Use several examples of work. Have students choose between the pre-machine method and post-machine method as to which is easier. Lead students in a discussion of the pre-machine and the post-machine methods. Ask them to choose which is easier and to support their choice with evidence. Select work examples appropriate to the students.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Machines and Work

CONCEPT: Work involves movement of objects.

TERMINAL OBJECTIVE: 051A2.00 To recognize such simple machines as the hammer, screwdriver, bottle opener, and scissors

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 describe some simple machines.	Work is the movement of an object. Simple machines make work easier. Examples of simple machines in the home are scissors, hammer, bottle opener, screw-driver, jack, seesaw, crowbar, can opener, garage door opener, and nut cracker.	observing, communicating orally, following directions, interpreting pictures, describing	A. Have each student draw or cut out a picture of his/her favorite simple machine. During a show-and-tell period, have each student name his/her machine and describe its use. B. Give students a worksheet with examples of various machines that can be found in the home environment. Students may take the sheets home and allow parents to aid them in circling the machines that can be found.		
2.02 select the appropriate tool for a particular type of work.	There are different tools which can be used to lift up, push down, turn, separate, and move.	predicting, drawing conclusions	A. Give students jobs to do. Ask them to choose an appropriate tool from among several choices.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Electricity and Magnetism

CONCEPT: Electricity is useful but dangerous.

TERMINAL OBJECTIVE: 051B1.00 To understand the importance and uses of electricity

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 define electricity.	Electricity is used to describe the act of flow of electrons.	listening, communicating orally	A. Use pictures and models to aid understanding of electricity. Have students define in their own words.		
1.02 identify ways electricity is used at home and school.	Electricity is used for lighting, heating, cooking, operation of machinery, televisions, radios, and other conveniences.	observing, communicating orally	A. Walk around the classroom and other areas of the school. Direct students to identify how electricity is used in the school.		
1.03 summarize how families and schools are affected when there is no electricity.	Candles or oil lamps are needed for light when there is no electricity. Coal, wood, or gas is needed for heating and cooking when there is no electricity.	communicating orally, observing, drawing conclusions	A. Discuss ways that our lives are made easier by electricity. Collect pictures for a bulletin board.		
1.04 identify Benjamin Franklin as the discoverer of electricity.	Benjamin Franklin is credited with the discovery of electricity.	listening, describing	A. Read Benjamin Franklin's autobiography to the children.		
1.05 explain how Benjamin Franklin discovered electricity.	Electricity was discovered with the kite and key experiment.	listening, describing	A. Design a play to re-enact Franklin's experiment.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Electricity and Magnetism

CONCEPT: Electricity is useful but dangerous.

TERMINAL OBJECTIVE: 051B2.00 To understand the importance of observing safety rules in using electrical appliances

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify ways electrical applicances can be dangerous.	Electrical appliances can produce a fatal shock if not properly grounded when in use.	listening, communicating orally, describing	A. Hold class discussion on the dangers associated with the improper use of electrical appliances. Use pictures or cartoons to illustrate concepts.		
2.02 formulate rules for using electrical appliances safely.	Rules may direct students never to play with electrical appliances. Be sure hands are dry when turning appliances on or off. Have parents disconnect electrical toys when not in use.	listening, communicating orally, drawing conclusions	A. Hold a class discussion to formulate rules for using electrical appliances. Record rules on a chart. Culminate the activity with skits involving the proper use of electrical appliances.		
2.03 formulate rules for using electrical cords and outlets.	Rules should include never putting a finger or object other than a plug into an electrical outlet, never overloading an electrical cord, replacing a cord if it is worn or cracked, and never touching an electrical cord with wet hands.	listening, communicating orally, drawing conclusions	A. Hold a class discussion to formulate rules for using electrical cords and outlets. Record rules on a chart. Culminate the activity with skits involving the proper use of electrical cords and outlets.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Electricity and Magnetism

CONCEPT: Electricity is useful but dangerous.

TERMINAL OBJECTIVE: 051B2.00 To understand the importance of observing safety rules in using electrical appliances

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.04 prepare a list of safety hazards in the home and the school.	Adults with students may look for broken covers on appliances, cracked or broken electrical cords, outlets near damp areas, or metal surfaces, fuses that constantly "blow" due to "shorts" and overloaded circuits.	observing, listening, communicating orally, drawing conclusions	A. Design skits to show the children how to know when an electrical product is faulty and what should be done by parents to correct the situation or condition.	He. 061I1, 061I3, S.S. 044C1, 042C4, S.S. 042C4, 041C1, S.S. 041C2	
		interpreting pictures	B. Prepare a bulletin board to illustrate hazards and the correct use of electrical appliances.		
		comparing and contrasting	C. Make posters of safety hazards and compare them with safety practices.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Electricity and Magnetism

CONCEPT: Magnets can attract and repel.

TERMINAL OBJECTIVE: 051B3.00 To understand that magnets attract some objects and not others

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 define magnetism.	Magnetism is the attraction of one object to another.	listening, communicating orally, describing	A. Use pictures and models (such as blocks) to help facilitate understanding of the definition. Have students define in their own words.		
3.02 identify materials that are attracted by magnets and those that are not.	Materials capable of being attracted by magnets are iron, steel or nickel. Materials not capable of being attracted by magnets are wood, plastics, rubber, sand, etc.	classifying, listening, communicating orally, drawing conclusions, observing	A. Select an assortment of materials to test with a magnet. Separate the materials according to whether or not they are attracted to the magnet. Include such objects as a penny, tack, nail, crayon, pin, paper clip, rubber band, and ruler.	Ma. 01105	

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Sound, Heat, and Light

CONCEPT: There are different kinds and sources of sound.

TERMINAL OBJECTIVE: 051C1.00 To observe that sound is created by vibrating matter

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 experiment with ways sound is created.	Sound may be produced by stroking, striking, hitting, plucking, and blowing, etc.	observing, listening, listing	A. Create a band in your classroom. Use or make sound instruments, horns, drums, shakers, stringed instruments. Play a song familiar to the students.		
		listening, drawing conclusions	B. Play different instruments behind a screen, allow students to match sound with instrument or noisemaker.		
1.02 observe that when sound is produced there is a vibration.	Vibrations are produced when a tuning fork is struck, strings on a banjo are plucked, etc.	listening, observing, predicting	A. Watch and feel plucked stringed instruments vibrate. Feel drum heads vibrate when struck.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Sound, Heat, and Light

CONCEPT: There are different kinds and sources of sound.

TERMINAL OBJECTIVE: 051C2.00 To recognize sounds as loud or soft, pleasant or unpleasant, and high or low pitched

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
2.01 recognize sounds as loud or soft.	The loudness or softness of a sound depends on how strongly the object vibrates.	listening, comparing and contrasting, classifying	A. Stretch a rubber band over a cigar box, pluck the rubber band, compare and contrast the sound produced by different strengths of vibrations.	Mu. 081C2	
2.02 classify sounds as pleasant or unpleasant	The quality of a sound depends upon the number and strength of different overtones. Overtones are produced because of multiple vibrations, the lowest tone produced being the fundamental tone. Pleasant sounds are produced by regular vibrations and are called music. Irregular vibrations are called noise.	listening, observing, comparing and contrasting, classifying	A. Compare and contrast the sounds produced by different thicknesses of rubber bands plucked at different strengths.		
		listening	B. Demonstrate fundamental tones by using a tuning forks or a pitch pipe.		
		listening, comparing and contrasting	C. Draw finger nails across chalkboard, scrape metal fork over metal surface, and play music at various speeds. Identify each sound as pleasant or unpleasant.		
2.03 recognize sound as high or low pitched.	The faster matter vibrates, the higher the sound produced; and the slower matter vibrates, the lower the sound.	listening, observing	A. Blow up a balloon, stretch the neck of the ballon and allow the air to escape. Stretch the neck tighter for higher pitched sounds, and loosen the neck for lower pitched sounds.	Mu. 081B2	

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Sound, Heat, and Light

CONCEPT: There are different kinds and sources of sound.

TERMINAL OBJECTIVE: 051C3.00 To understand how sounds are useful in determining location

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 identify locations based on sounds from past experiences.	Taped recordings of sound from places familiar to children may be used. The sounds may be collected at intersections of streets, churches, concerts, ponds or nature areas, chicken farms, or airport.	listening listening	A. Play recordings from various locations and ask students to identify locations based on sounds.		
3.02 summarize that sounds travel in all directions.	Sound waves move in all directions from the source.	observing, listening	A. Place a ticking clock or metronome in the middle of the room. Separate students into the 4 corners of the room to listen for ticking.		
		observing	B. Place a struck tuning fork in a bowl of water, observe formation of waves radiating in all directions from the tuning fork.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Physical Science

GOAL: 05100 Developing an awareness of the physical world

STRAND: Sound, Heat, and Light

CONCEPT: There are different kinds and sources of sound.

TERMINAL OBJECTIVE: 051C4.00 To identify harmful sounds and their sources

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 4.01 match sounds to objects which caused the sounds.	Different objects create different sounds.	listening, drawing conclusions	A. Collect sounds from different machines, places, toys or other things which cause distinctive sounds such as doors closing, bells, horns, pencil sharpeners, cars running, garage doors closing, and garbage trucks operating. Play a game in which students take turns identifying the source or causes of the sound.	He 06101 SS 045E1, 045E2, SS 045C1, 054C2, SS 054D1	
		listening, drawing conclusions	B. Have students close their eyes and identify voices of classmates. Try to distinguish boys from girls.		
4.02 relate the intensity of sounds to ear damage.	The decibel level is a measure of loudness and is related to pain or destruction of hearing ability whether the sound is pleasant or unpleasant. Information should be available through the health department or the school speech and hearing specialist.	observing	A. Show how ear protection is worn in some industries to prevent hearing loss.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Animals

CONCEPT: Animals reproduce by having young.

TERMINAL OBJECTIVE: 052E1.00 To understand that animal young are like the adult

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 match pictures of baby animals to pictures of adult animals.	Animals produce their own kind. Some offsprings do not look like the adult when they are young.	observing, classifying, following directions	A. Provide pictures of adult animals and young animals. Students will match young and parents.	He. 161E2 S.S. 041I1, 041I2	
		observing, drawing conclusions	B. Culture and maintain tadpoles. Observe changes as they grow.		
1.02 give the name of the adult female, adult male and offspring of selected species.	Animals may be called different names according to gender or age. Examples that may be used are cow-bull-calf, goose-gander-gosling, duck-drake-duckling, sow-boar-piglet, mare-stallion-foal, hen-rooster-chick.	identifying	A. Provide a large picture of animals with both adult and young animals. Ask individual students to point to and name the adults and their young.	He. 161E2 S.S. 041I1, 041I2	

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Animals

CONCEPT: Animals reproduce by having young.

TERMINAL OBJECTIVE: 052E2.00 To understand how various animals reproduce and care for their young

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 classify animals into groups of egg laying and live birth animals.	Some animals bear their young live. Some lay eggs and the young hatch from those eggs.	classifying	A. Prepare a manila folder with a picture of a bird on a nest on one side, a cow and a calf on the other. Sort pictures of animals into each category.	He. 161E2	
2.02 tell how the parent animal provides care for the young.	Many young animals must be cared for by parents. Examples are a lion washing a cub and a mother bird feeding a baby bird in the nest.	describing, interpreting pictures	A. Show pictures of mothers keeping babies warm. Examples are chickens and kangaroos. Ask students to describe the picture.	He. 161E2	
		observing	B. Show picture of adult feeding baby birds in the nest.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Animals

CONCEPT: Animals live in a variety of habitats.

TERMINAL OBJECTIVE: 052E3.00 To recognize some animal habitats

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 identify homes of some animals.	Some animal homes are nest, den, hole, barn, hive, ant hill, water, and house.	predicting, drawing conclusions, following directions	A. Walk around the school grounds and look for animal homes. Discuss the kinds of homes you locate.		
		comparing and contrasting	B. Match an animal with its home. Examples are bird/nest, fish/water, and bat/cave. May be done as a two piece puzzle activity.		
		interpreting pictures	C. Make a bulletin board of animal habitats. Cut out pictures of animals and put them in the proper habitats.		
		comparing and contrasting, communicating orally	D. Describe animal homes. Match homes to animals.		

SCIENCE- KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Plants

CONCEPT: Plants are living things that grow and change.

TERMINAL OBJECTIVE: 052F1.00 To observe how plants grow and change

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 observe that plants need air, water, food, and warmth or light.	Plants need air, water, nutrients and proper temperature for growth. Most plants also need light.	predicting, observing, drawing conclusions	A. Provide potted plants in the classroom. Give the students the responsibility of providing for their needs.		
		observing	B. Roll up six seeds in wet paper towel. Place one in freezer, one in a warm place. Observe what happens in one week.	He. 161E2 Sci. 052H1	
1.02 locate the four parts of a flowering plant.	Flowering plants have roots, stems, leaves, and flowers.	identifying	A. Observe a zinnia, marigold, sunflower, or similar plant which has been pulled up by the roots. Name the parts.	He. 161E2	
1.03 observe the changes in plants from seeds to maturity.	Seeds sprout producing roots and leaves, then grow and produce flowers, fruits, and seeds.	observing, describing, following directions	A. Soak large lima beans overnight. Provide enough for each child to open a seed discovering the coating, young plant, and nutrient.		
		appreciating science for enjoyment, comparing and contrasting	B. Plant seeds such as turnips or tomatoes. Students should care for and observe plants growing to maturity. Develop an experience chart describing the changes. Different environments may be used for comparison.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND : Human Body

CONCEPT: There are similarities and differences among humans.

TERMINAL OBJECTIVE: 052G1.00 To identify major parts of the human body

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 name some familiar parts of the human body.	Some familiar parts of the human body are the head, neck, chin, shoulders, elbows, knees, ankles, fingers, toes, wrists, hips, eyes, and ears.	identifying, following directions	A. Use songs and finger plays to direct students to touch parts of the body as they are named.	S.S. 041A1, 041F1	
		drawing conclusions	B. Use flannel board body with removable parts. Allow students to put the body together.		
		interpreting pictures	C. Have students draw pictures of themselves. Encourage students to put in body parts.		
		interpreting pictures	D. Have the children lie on large sheets of paper and trace around their bodies. Provide the children with crayons, paint, paper, yarn, and glue to add features (body parts) to the figures. Discuss with the children whether they were always that size and whether they will always be that size. Do this activity at the beginning of the year and save the drawing to compare with another drawing of the child at the end of the year. Record the height and weight at the beginning and the end of the year and compare. (Do not compare figures and measurements of one child with another child.)		

266

267

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Human body

CONCEPT: There are similarities and differences among humans.

TERMINAL OBJECTIVE: 052G2.00 To observe how people are alike and different

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 describe the likenesses and differences in people.	People are more alike than different.	observing, describing, comparing	A. Play "Memory" using matching pairs of pictures of people. Turn them face down. Two students take turns trying to match pairs. Winner is the child with the most pairs at the end of the game.	He. 061F1, 061F2 S.S. 041G1, 041F1 S.S. 043F1, 041B1 S.S. 042B1, 041F3	
2.02 identify classmates by profile drawings.	All people have the same basic parts but can be identified by differences.	observing, comparing	A. Use a projector light to form a shadow of the child's profile on butcher paper. Trace the profile. Have the class identify the child.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characterictics of living things

STRAND: Human Body

CONCEPT: Humans experience the world through their senses.

TERMINAL OBJECTIVE: 052G3.00 To understand the importance of the five senses

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 name the five senses.	The five senses are hearing, seeing, smelling, tasting, and feeling.	listening, identifying	A. Place different foods in small opaque containers with perforated lids. Have children identify foods by smell and then match the smell with a picture of the food or the real food. May use chopped onions, lemon wedges, vanilla extract, tuna, oranges, and other foods familiar to children.		
3.02 compare learning with and without the senses.	The five senses help human beings to experience the world about them.	predicting, drawing conclusions	A. Make a "feel box" or "feel bag". Have students identify object by feeling.		
		cooperating	B. Place earphones over ears to experience life without hearing. Use blindfold to experience life without sight.		
		drawing conclusions	C. Present two juices that are alike in color. Identify by taste, while holding the nose.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Human Body

CONCEPT: Humans experience the world through their senses.

TERMINAL OBJECTIVE: 052G3.00 To understand the importance of the five senses

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.02 (continued).		observing, identifying	D. Show sugar and salt. Identify by sight. Then taste to confirm the observation.		
		observing	E. Try to discriminate containers of warm and cold water without touching.		
		identifying	F. Have a "tasting party" of nutritious snacks. Identify foods by taste only. Include foods such as fresh fruits, cheeses, nuts, and fresh vegetables. Include familiar foods as well as some foods that may be new to the children.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Human Body

CONCEPT: Humans experience the world through their senses.

TERMINAL OBJECTIVE: 052G4.00 To identify the body part associatied with each sense

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 4.02 associate the five senses with the corresponding body parts.	Body parts related to senses are skin to feeling, eyes to seeing, ears to hearing, nose to smelling, and tongue to tasting.	listening, naming, associating	A. Read a book aloud about each of the five senses.		
		drawing conclusions	B. Have students identify the sense organs used in activities such as looking at a bird, hearing a car horn, smelling perfume, and tasting cheese.		
		interpreting pictures	C. Make a booklet of pictures showing sensory activities.		
		cooperating, drawing conclusions, comparing and contrasting	D. Present foods in ways that are not characteristic of the foods. Have children try the foods and discuss how the way the foods look or feel influences their like or dislike for the foods. Examples may include blue mashed potatoes, melted ice cream, green milk, and green eggs.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Growth and Development

CONCEPT: Living things may change with the seasons.

TERMINAL OBJECTIVE: 052H1.00 To understand how seasonal changes affect living things

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 select from a group of animals three animals that hibernate.	Woodchucks, bears, frogs, toads, and snakes hibernate in the winter.	classifying	A. Locate and display pictures of animals hibernating during winter months.	S.S. 041B3	
1.02 dress a character appropriately for the weather.	People need to dress appropriately for the weather.	comparing	A. Measure heat absorbed by various colors of cloth or other materials. Allow students to feel the difference. Take care not to burn the skin. A thermometer may be used.		
		interpreting pictures	B. Show pictures of children in different dress such as bathing suit, coat, etc. Have students guess the weather. Flannel board characters may be dressed to show attire appropriate for weather.		
1.03 explain why seeds are planted in the spring and summer in our area.	Seeds need the warmth of the sun and air in order to sprout and grow.	drawing conclusions	A. Roll up two sets of six seeds in wet paper towels. Secure the towel with a rubber band. Place one set in the freezer, the other in a warm place. Observe daily. Describe what happens to each at the end of one week.	Sci. 052F1	

SCIENCE - KINDERGARTEN

SUBJECT AREA: Life Science

GOAL: 05200 Understanding characteristics of living things

STRAND: Growth and Development

CONCEPT: Living things may change with the seasons.

TERMINAL OBJECTIVE: 052H1.00 To understand how seasonal changes affect living things

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 describe the changes in trees and plants in each season.	The color of some leaves change in the fall. Some trees loose their leaves in the winter but they grow back in the spring and summer. Some plants die in the winter.	interpreting pictures observing, communicating orally	A. Draw pictures of trees in different seasons. B. Take a fall nature hike. Describe the environment.		
1.05 identify some animals that change appearance in different seasons.	The Artic hare and ermine are some of the animals to have seasonal "color dimorphism." Domestic animals' coats thicken in cold and shed in hot weather.	identifying, comparing, contrasting	A. Show pictures of animals that change appearances and match with the off-season appearance.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Earth and Space Science

GOAL: 05300 Understanding factors which help make earth a suitable home for living things

STRAND: Astronomy

CONCEPT: The earth is our home planet.

TERMINAL OBJECTIVE: 053J1.00 To identify the earth as our home planet

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 define planet.	A planet is a large body in the solar system that revolves around the sun.	listening, communicating orally	A. Show film on the planets.		
1.02 identify the planet that students live on by giving the name.	Earth is the name of the planet on which we live.	describing, observing	A. Hold class discussion of characteristics of the planets compared to earth. Use mobile if available.		
1.03 discuss characteristics of earth.	Earth has an atmosphere, water, and land. All the essentials for life are provided and recycled by nature.	observing, describing,	A. Make a terrarium.		
		appreciating the beauty of nature	B. Take a walk to observe the characteristics of the earth. Develop an experience chart.		
		listening, observing	C. Use a globe to discuss some of the features of the earth.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Earth and Space Science

GOAL : 05300 Understanding factors which help make earth a suitable home for living things

STRAND: Astronomy

CONCEPT: Day and night result from the rotation of the earth.

TERMINAL OBJECTIVE: 053J2.00 To understand the relationship of the earth and sun in the changing from day to night

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 observe that day and night are caused by the earth turning on its axis.	Rotation of the earth occurs every 24 hours, making one complete turn each day.	observng, describing, questioning, drawing conclusions, using space/time relations	A. Have the students turn around to illustrate a rotation of the earth. Two students may be used to show rotation and revolution.	S.S. 053J2	
2.02 demonstrate earth's turning motion in relation to the sun causing day and night.	Daylight is caused by the earth turning toward the sun. Night is caused by the earth turning away from the sun.	drawing conclusions, predicting	A. Select an object such as a window or flashlight to represent the sun. Have students observe that facing the sun represents day, and that their back to the sun represents night, as they turn around or rotate.		
2.03 state that the sun is the main source of heat and energy for the planet earth.	The sun shines during daylight hours. The earth absorbs the sun's rays and changes them to heat and energy.	comparing and contrasting, drawing conclusions	A. Have the student observe a sand box in the shade and one in the sun. Feel the sand and conclude that the sun's energy is changed to heat on earth.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Earth and Space Science

GOAL: 05300 Understanding factors which help make earth a suitable home for living things

STRAND: Meteorology

CONCEPT: Rain is the result of condensation.

TERMINAL OBJECTIVE: 053K1.00 To understand the relationship of clouds to rain and snow

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 observe the process of recycled water within a closed system.	Water is 4.5 million years old. Water evaporates and condenses repeatedly. The earth is a closed system. The same water is used over and over again.	observing, describing, questioning drawing conclusions, using space/time relations, observing	A. Use a terrarium to show that water evaporates and condenses in the water cycle. B. Use a cool glass to show water condensing on the sides of the glass.		
1.02 discuss the water cycle.	Precipitation falls as rain, sleet, snow, or hail. Moisture evaporates, rises, and condenses to form clouds. When condensed moisture gets heavy it falls again as precipitation.	observing camparing and contrasting, drawing conclusions, observing	A. Boil water, condense the steam, and freeze water to illustrate how water can be changed in the water cycle. B. Compare the appearance of clear ice made with liquid water to frosty ice in the freezer made from water vapor. Examine with a hand lens. Have student relate the appearance of snow and sleet to the appearance of ice made from liquid water and water vapor.	Art 071C2	

SCIENCE - KINDERGARTEN

SUBJECT AREA: Environmental Science

GOAL: 05400 Understanding the importance of wise use of the environment

STRAND: Man's Effect on the Earth

CONCEPT: Air, water, and land must be kept clean in order to be usable in the future.

TERMINAL OBJECTIVE: 05401.00 To understand how people affect their environment

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 tell what is meant by the environment.	The environment is everything around us. The school environment differs from the home environment.	communicating orally, cooperating	A. Match pictures of animals to their correct environment. A student with a picture of an animal tries to find a student in the class holding a picture of the animal's environment such as boy-house, dog-doghouse, duck-water, horse-barn, bird-sky, squirrel-tree, etc.	He. 06103 S.S. 041A1, 042G2 S.S. 042G3, 041E1 S.S. 045B1, 045F1	
1.02 compare home environment to school environment.	The home environment includes family, neighbors, house, toys, etc. The school environment includes teachers, schoolmates, school building and furniture.	classifying	A. Show pictures of objects such as baby bed or chalkboard. Have students classify pictures into home or school environment.		
1.03 describe ways people affect their environment.	People affect the environment negatively by playing loud music that may cause hearing loss, littering and defacing property that mars beauty, burning leaves that cause air pollution, using pesticides that harm birds. People affect the environment positively by planting trees and flowers for beautification, and keeping the home and school clean so that it is attractive.	describing, observing, drawing conclusions, using time relations	A. Tape record noises in the community such as motorcycles, factories, whistles, and traffic. Discuss types of littering and defacing of property.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Environmental Science

GOAL: 05400 Understanding the importance of wise use of the environment

STRAND: Man's Effect on the Earth

CONCEPT: Air, water, and land must be kept clean in order to be usable in the future

TERMINAL OBJECTIVE: 05402.00 To understand ways to keep the air, land, and water clean

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 talk about ways we keep the school, home, and community clean.	Ways we keep things clean may include garbage pick-up and doing home chores such as making beds, sweeping the floors and walkways, emptying trash, and picking up toys. Doing school chores may include putting up lunch trays and cleaning tables. Never throw trash out of the car to litter the roadways.	communicating orally, interpreting	A. Make a contract which includes daily clean-up activities. Have children color in the pictures of each clean-up activity which they completed each day. Clean-up activities may include picking up toys, emptying trash, making beds, and sweeping.	S.S. 045C1, 045I1	
		observing	B. Form a litter patrol around the school grounds. Look for evidence of littering.		
		following directions	C. "Recycle" throw away materials into an art form or a useful object.		
2.02 know that smoking is a cause of air pollution.	Smoking causes pollution of the air. The smoke may damage the health of the smoker and other people that inhale the polluted air.	communicating orally	A. Invite a guest to talk to the class about the possible dangers of smoking. Discuss diseases associated with smoking.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Environmental Science

GOAL: 05400 Understanding the importance of wise use of the environment

STRAND : Energy and the Environment

CONCEPT: Energy is used in many different ways.

TERMINAL OBJECTIVE: 054N1.00 To identify various types of energy

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 define energy.	Energy helps us to do things. Energy is the ability to do work.	communicating orally, listening	A. Show examples of energy uses in the room.		
		communicating orally	B. Have students do exercises such as jumping jacks, and touching toes. Ask what happens? Why? Where does the energy come from?		
		predicting, explaining	C. Turn on things in the classroom that move or produce sound. What happens? Why?		
		predicting, questioning	D. Have a mystery box, in which there is an object , such as a windup toy, that uses energy. Let students guess what it is.		
1.02 explain the purpose of dams.	Lakes provide a renewable source of electrical energy. Dams allow water to turn a water wheel (turbine) to produce electricity.	observing, drawing conclusions	A. Make a pie pan turbine (pinwheel). Let students use running water to turn it.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Environmental Science

GOAL: 05400 Understanding the importance of wise use of the environment

STRAND: Energy and the Environment

CONCEPT: Energy is used in many different ways.

TERMINAL OBJECTIVE: 054N1.00 To identify various types of energy

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 give examples of the types of energy.	Energy may exist as heat, sound and light, and as chemical and nuclear energy.	communicating orally, interpreting pictures, describing cooperating	A. Show a series of pictures illustrating the types of energy. Have the student point to the types of energy named by the teacher or have the student independently find the types of energy. B. Make a mobile illustrating the different types of energy.		

SCIENCE - KINDERGARTEN

SUBJECT AREA: Environmental Science

GOAL: 05400 Understanding the importance of wise use of the environment

STRAND: Energy and the Environment

CONCEPT: Energy is used in many different ways.

TERMINAL OBJECTIVE: 054N2.00 To discuss how energy is used in our everyday world

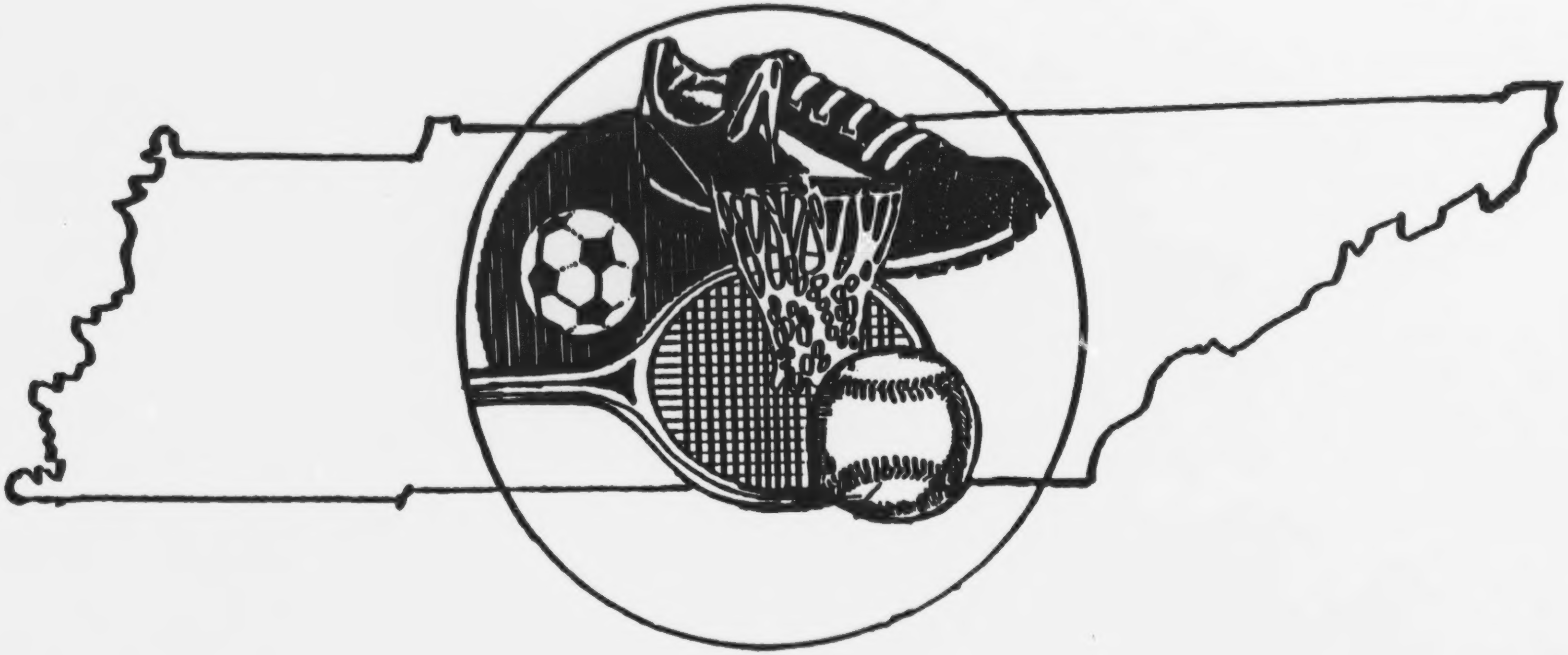
INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 identify some objects that use energy.	Some objects which use energy are appliances, toys, videos, televisions, lights, cars, radios, animals, and people.	interpreting pictures, comparing and contrasting	A. Create a bulletin board that will match the energy users to the source of energy.		
		interpreting pictures	B. Cut out pictures of things that use electricity in our homes. Display the pictures.		
		listing, identifying	C. Label things in the room that use energy.		
2.02 identify food as the source of energy for animals and people.	People need food to give them energy.	listening, communicating orally	A. Have students lift or push several objects in classroom. Help them to recognize that work is being done and energy is provided by the muscles.		
		interpreting pictures	B. Have students find pictures of people walking, and running. Our bodies use energy.		

PS 016384

PHYSICAL EDUCATION

CURRICULUM GUIDE

KINDERGARTEN



STATE of TENNESSEE

DEPARTMENT OF EDUCATION

1985

PHYSICAL EDUCATION
CURRICULUM GUIDE
STATE of TENNESSEE

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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The health curriculum guide is designed to provide a scope and sequence for the teaching of health. Its use will enable students to learn scientific processes and concepts, and develop the ability to apply them as needed in everyday life. Implementation of the health curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The K-12 health curriculum is divided into areas and strands as illustrated on the following page. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved health framework. Terminal objectives can be defined by five characters. The first character is the grade level, the second character is the discipline, the third character is the area, the fourth character is the strand, and the fifth character is the terminal objective number.

Example - the terminal objective number 461B2 is translated as follows:

4 = Grade - 4
6 = Discipline - Health
1 = Goal
B = Strand - Consumer Health
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the Goals of Education in Tennessee as set forth by the State Board of Education in RULES, REGULATIONS, AND MINIMUM STANDARDS: (2) the goals of the subject area which state the broad purposes of the subject, grades K-12 and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources and begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning, i.e., cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching. Even in the higher grades, refocusing is a difficult technique to utilize due to lack of information regarding the content covered in other disciplines. Teachers should correlate the curriculum guides in order to maximize learning time.

Curriculum guides should indicate the relationship of objectives within a grade level in all subject areas. In order to reinforce previously introduced objectives, reference should be made to prerequisite and/or related objectives at previous grade levels.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide learning experiences for children which are tailored to meet their needs.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. The teacher must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teaching Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including but not limited to textbooks, to plan lessons which give students maximum opportunities to utilize all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning time is effective and learning is maximized.

Department of Education; August 1905; Pub. Auth. No. 331135-8; 2,000 copies. This public document was promulgated at a cost of 3.63 per copy.

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Games/Sports

CONCEPT: Basic locomotor movement and manipulation of objects are essential to the development of games/sports skills.

TERMINAL OBJECTIVE: 091A1.00 To understand the relationship of basic locomotor skills to various games/sports

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize and perform basic locomotor skills in a controlled area.	Games/Sports include: game activities in which content is determined by the children and/or teacher; traditional games of low organization; and the traditional sports of our culture.	walking, running, hopping, and jumping	A. Activities for basic locomotor skills include: (1.) Walking - On signal walk within a designated area. Have children walk in a different direction. (2.) Running - Have children begin running at a moderate speed within the designated area. On signal gradually increase and decrease your speeds. Emphasize running quietly as opposed to stomping. (3.) Hopping - Have the children hop between two parallel lines. Repeat on other foot. (4.) Jumping - Have the children stand with their feet side by side, shoulder width apart. Have them practice jumping forward and landing in a balanced position. Have the children practice jumping for distance. Verbal clues to bend the knees and swing the arms will help them jump farther.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Games/Sports

CONCEPT: Basic locomotor movement and manipulation of objects are essential to the development of games/sports skills.

TERMINAL OBJECTIVE: 091A1.00 To understand the relationship of basic locomotor skills to various games/sports

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
1.01 continued	The basic locomotor skills include: walk; run; hop involves taking off on one foot and landing on the same foot, jump (the most basic jumping pattern is taking off on two feet and landing on two feet); slide is a step-close in a sideward direction; and gallop is a slide in a forward direction.	sliding, galloping, skipping, and following directions	(5.) Sliding - Have the children slide across the play area. Repeat traveling in the opposite direction. Children need a verbal explanation of the skill before the task is begun. (6.) Galloping - Have the children gallop with in the play area. Remind them to lead with the same foot throughout the action. Children enjoy the imagery of a galloping horse. (7.) Skipping - Have the children skip within the designated area. Verbal clues such as lift your knees high in the air will be helpful.		
	A skip is a combination of a step-hop. Developmental progressions will vary among students. Controlled area may be playroom/classroom, playground, and boundaries set by teacher. Signals may include: verbal, whistle, and drum.	proceeding locomotor skill, starting, and stopping	A. Have the children travel in a designated space starting and stopping on signal. Children may choose their favorite way to travel, or this time may be used to practice locomotor skills.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09199 Understanding the necessity of body movement for proper growth and development

STRAND: Games/Sports

CONCEPT: Basic locomotor movement and manipulation of objects are essential to the development of games/sports skills.

TERMINAL OBJECTIVE: 091A2.00 To understand the importance of manipulative skills to many games/sports

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 perform basic manipulative skills	Basic manipulative skills will include: throwing; catching; kicking; striking; dribbling. The skills of throwing and catching should be practiced one-on-one with the teacher. Kicking should be practiced with the ball and child in a stationary position. The key to successful striking is eye/hand coordination. The key to successful dribbling is eye/hand and eye/foot coordination, i.e. basketball dribble; soccer dribble.	throwing, catching, kicking, striking, dribbling	A. Activities for basic manipulative skills will include: (1.) Throwing - Have children throw small objects (yarnballs, beanbags, small balls, etc.) toward a wall or across the play area. Have children use both hands to throw large balls (playground, beach, nerf, etc.) toward a wall or across the play area. (2.) Catching - Have the children catch a ball that is bounced to them by the teacher. Have the children catch a ball that is tossed to them by the teacher. (3.) Kicking - Have the children kick balls across the play area. Balls and children are stationary. Children enjoy kicking balls of different sizes and types. (4.) Striking - Have the children strike balloons with different body parts. Striking with an open palm, keep the balloon in the air. (5.) Dribbling - Have the children stand in a stationary position and dribble. Children may need to move slightly to avoid bouncing the balls on their toes. Have the children tap/kick the ball lightly along the ground moving with it, which is a soccer dribble.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Games/Sports

CONCEPT: Basic locomotor movement and manipulation of objects are essential to the development of games/sports skills.

TERMINAL OBJECTIVE: 091A3.00 To understand spatial relationships in games/sports

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 travel in an area without colliding into people or objects.	Children who develop a keen space sense will be better able to move safely through physical education environments.	traveling, perceiving designated area	A. On signal begin traveling within a defined area; avoid bumping into people/objects. Repeat with teacher-selected locomotor movements. (The defined area may be: the four walls of the playroom; the open space on playground; the open space between the trees and the sidewalk; or any area designated by the teacher.)	S.S. 041A1	

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Gymnastics

CONCEPT: Gymnastics instruction contributes to the refining of movements and involves self-testing to increase individual ability.

TERMINAL OBJECTIVE: 091B1.00 To understand and demonstrate knowledge of safety rules

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the need for safety in gymnastics.	Safety is the most crucial element in gymnastics. There are safety factors related to each student. Safety factors include keeping the activity area void of foreign objects, adjusting the pace of the activity, and using appropriate equipment and supplies.	walking, traveling (slowly), discussing	A. Have the children walk around the room imitating different animals: giraffe, elephant, rabbit, etc. B. Discuss with the children the safety factors involved in traveling in a confined space, traveling in relation to other people and performing simple stunts.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Gymnastics

CONCEPT: Gymnastics instruction contributes to the refining of movements and involves self-testing to increase individual ability.

TERMINAL OBJECTIVE: 091B2.00 To understand self-testing in the field of gymnastics.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize self-testing activities.	Self-testing activities refer to simple types of stunts that challenge children to perform a skill. Some self-testing activities are the elephant walk, the puppy dog walk, the crab walk, and the single foot balance.	balancing, walking on hands and feet, walking with body bent over, bending, stretching, and curling	A. Have the children perform the following stunts: (1.) Elephant walk (bend forward with hands clasped together to form a trunk) (2.) Puppy dog walk (imitate a dog by walking on all fours) (3.) Crab walk (in a tummy-up position travel on all fours) (4.) Balance on one foot for five seconds. *For First grade add, repeat on opposite foot. The stunts should be introduced as challenges by saying, "Can you ....".		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Gymnastics

CONCEPT: Gymnastics instruction contributes to the refining of movements and involves self-testing to increase individual ability.

TERMINAL OBJECTIVE: 091B3.00 To understand various beginner skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 perform various beginner skills.	Beginning skills are designed to insure success and build self-confidence. Examples may include: animal walks, one foot balances	balancing, walking, bending, stretching, curling	A. Have the children perform the following stunts: (1.) Elephant walk (bend forward with hands clasped together to form a trunk) (2.) Puppy dog walk (imitate a dog by walking on all fours) (3.) Crab walk (in a tummy-up position travel on all fours) (4.) Balance on one foot for five seconds. *For first grade add, repeat on opposite foot. The stunts should be introduced as challenges by saying, "Can you....".		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Gymnastics

CONCEPT: Gymnastics instruction contributes to the refining of movements and involves self-testing to increase individual ability.

TERMINAL OBJECTIVE: 091B4.00 To understand confidence in movement as body control is developed

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 4.01 demonstrate body control as confidence is developed through movement.	Body control is developed through gymnastics. Participation in gymnastic activities enhances balance, body alignment and posture.	balancing, standing, concentrating, listening, making body shapes, bending, curling, stretching	A. Have the children stand on two feet in a nice, straight position with the feet shoulder width apart. Extend one hand to the side and lean in that direction until they feel themselves almost off balance. Return to the balanced position. B. Repeat to the opposite side. This position of shoulders above hips creates the body alignment necessary in gymnastics. C. Have the children perform other balances that explore body alignment. D. Have the children explore balancing in a variety of wide shapes.		

PHYSICAL EDUCATION - GRADE 1

GOAL: 19100 Understanding the use of movement skills

STRAND: Physical Fitness

CONCEP Body movement is essential in developing fitness.

TERMINAL OBJECTIVE: 191C1.00 To understand the relationship between body movement and fitness

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize the importance of movement in physical fitness.	Movement is essential to developing fitness.	jogging, discussing	A. Have the children jog around the play area. Continue the activity for 2-3 minutes. Discuss with the children how they feel after the activity.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Physical Fitness

CONCEPT: Body movement is essential in developing fitness.

TERMINAL OBJECTIVE: 091C2.00 To understand the role of body control in developing fitness

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize body control is essential in developing fitness.	Body control involves maintaining balance while traveling and the ability to stop on signal.	running, galloping, skipping	A. Have the children perform locomotor skills to music (running, galloping, skipping). Remind them to stop in a balanced position when the music ceases. B. Perform active singing games: Looby Lou, Mulberry Bush (Cross-reference to rhythms).		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Rhythmic Movement

CONCEPT: The movement of body parts can be influenced by external forces.

TERMINAL OBJECTIVE: 091D1.00 To understand the relationship between music or rhythmic accompaniment and body movement

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 perform locomotor movements to music.	Locomotor movements may be performed to music, a drum beat or other percussion instruments. Some forms of locomotor movements are: walking, hopping, galloping, sliding, skipping, jumping.	walking, hopping, galloping, sliding, skipping, jumping (2 feet to 2 feet)	A. Have children walk, hop, gallop, slide, skip, and jump on signal from percussion instruments, hand claps, or voice cues that duplicates rhythmical sequences identical to that of music.		
			B. Have children walk, hop, gallop, slide, skip, and jump on signal from recorded music. Each of these locomotor movements will be practiced separately.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Rhythmic Movement

CONCEPT: The movement of the body parts can be influenced by external forces.

TERMINAL OBJECTIVE: 091D2.00 To understand the interrelationship of body movement, space, and time

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize the interrelationship of body movement, space, and time.	Space is the physical environment in which rhythmic movement occurs. Time in rhythmic activities refers to tempo. Rhythmic activity is structured body movement in relation to time and space.	moving, clapping, walking, skipping, hopping, jumping, listening	A. Teach the singing rhythms such as "Blue Bird" and "Did You Ever See a Lassie" with emphasis on space and time. B. Traffic in the City: Tell a story to the children involving the following ideas: heavy traffic, cars moving slowly (open space), streets becoming crowded, cars moving quickly. Have children respond to various speeds of hand claps creating rhythmical movements to the words of the story.		

PHYSICAL EDUCATION - KINDERGARTEN

GOAL: 09100 Understanding the necessity of body movement for proper growth and development

STRAND: Rhythmic Movement

CONCEPT: The movement of body parts can be influenced by external forces.

TERMINAL OBJECTIVE: 091D3.00 To understand the role of body movement in the expression of feeling and ideas

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.01 express feelings and ideas through the movement of the total body or body parts.	The way the body moves can express feelings such as: happiness, sadness, fear, surprise, etc. Ideas are extensions of one's thoughts and feelings. Ideas can be expressed through movement.	interpreting, walking, skipping, moving slowly, moving quickly	A. Teacher tells stories that include feelings of: happiness, sadness, fear, surprise, etc. Have children make body movements that express these feelings that are told in the stories, e.g. walking home from school with money to buy ice cream (happiness); dropping money in the grass as you travel through the park (sadness); searching for the money (concern); finding the money (happiness); happy travel onward. Story may be told to suggest locomotor movements: walking, skipping, etc.		

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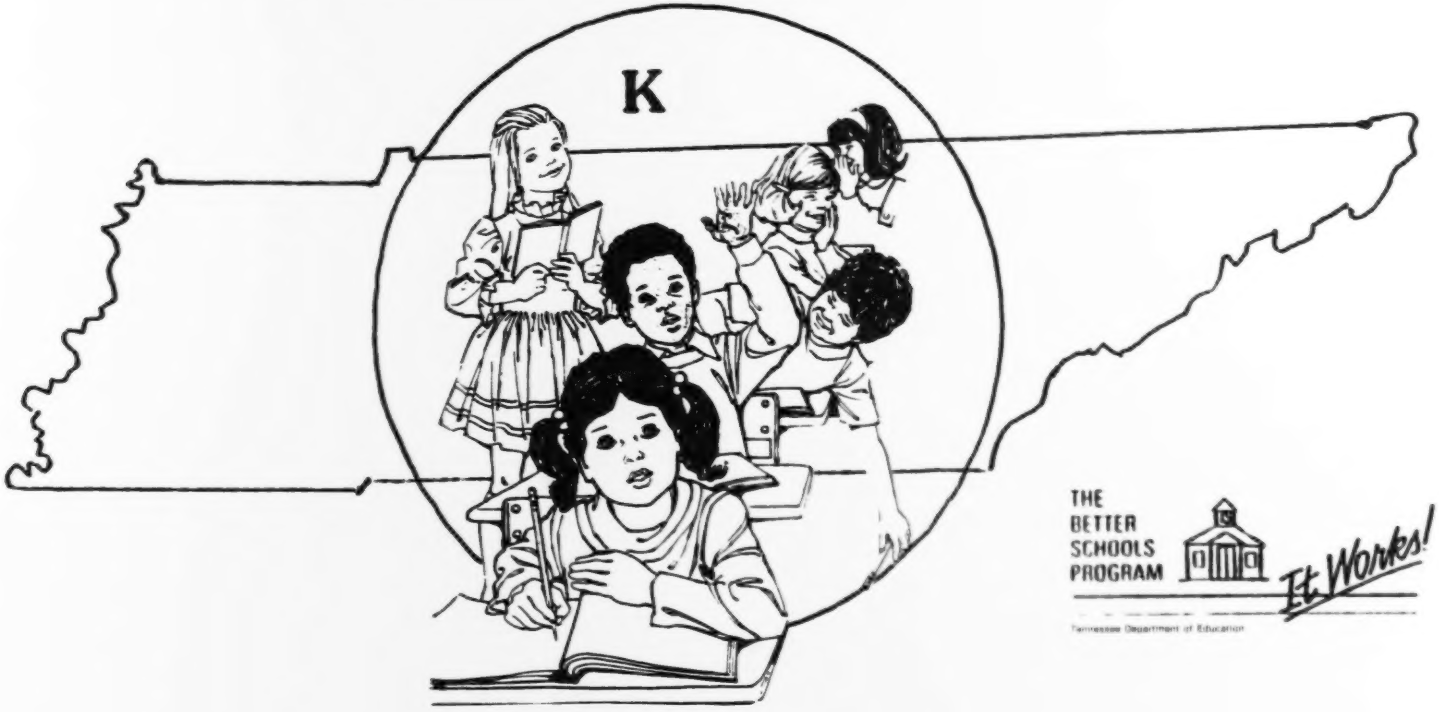
LANGUAGE ARTS CURRICULUM GUIDE

BASIC SKILLS FIRST



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Tennessee Department of Education

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

PREFACE

The Basic Skills First Reading Guide for Kindergarten has been combined with the Language Arts Guide in order to provide a kindergarten curriculum which is comprehensive and which meets the needs of kindergarten children, both developmentally and academically. Although the objectives which were contained in Basic Skills First are precursors to the teaching of reading, these objectives are more often taught in the context of language development rather as reading. For that reason, the revision committee chose to incorporate the reading objectives and language arts objectives into one guide for kindergarten. The objectives in this guide have been categorized according to the strands identified for grades 1-12 in order to show how the curriculum in kindergarten prepares students for academic learning in those grades. The listing of these objectives are by no means to be considered as a teaching sequence. Teachers should group the objectives in whatever way is appropriate in order to develop units of study for their students.

Mastery tests have not been included with this guide since the evaluation of skill mastery at this level is more often done through observation than through the use of written tests. The Pre-first Grade Screening Program identifies the areas which should be evaluated during the kindergarten year. A Profile has been developed which correlates the objectives in the kindergarten guides with the areas considered to be critical in the screening program. Teachers should use whatever means they feel are appropriate (including screening instruments, observation and group evaluations) to determine each student's mastery of the objectives identified on the profile.

KINDERGARTEN TABLE OF CONTENTS

INSTRUCTIONAL OBJECTIVES

PAGE

STRAND: Handwriting

031A1.01 develop skill in gross motor functioning. 1

031A1.02 develop skill in fine motor functioning. 2

031A1.03 develop eye-hand coordination. 2

031A1.04 develop a dominant hand. 3

031A1.05 develop skill in visual discrimination. 3

031A1.06 develop concepts of directionality. 4

031B1.01 follow a left-to-right sequence. 5

031B1.02 position paper properly and hold a crayon or pencil correctly. 5

031B1.03 demonstrate basic handwriting strokes. 6

031B1.04 write his/her name in manuscript. 6

STRAND: Spelling

033A1.01 develop skill in auditory discrimination. 7

033A2.01 produce speech sounds. 8

033A3.01 discriminate shapes visually. 9

033A3.02 discriminate upper-case letters. 9

033A3.03 discriminate lower-case letters. 10

033A3.04 discriminate words. 10

033A3.05 identify upper-case and lower-case letters. 11

033A4.01 recognize consonant sounds. 12

033B1.01 identify his/her name in print. 13

033B2.01 use a plan to decode. 14

033D1.01 develop skill in visual memory. 15

033D2.01 recognize labels for classroom objects. 16

STRAND: Composition

034A1.01 complete sentences orally. 17

034B1.01 write a group story. 18

034D1.01 formulate ideas. 19

034E1.01 use books and other printed materials. 20

STRAND: Thinking and Organizational Skills

035A1.01 make and describe observations. 21

035A1.02 ask questions. 22

035A1.03 recognize relationships. 23

035A1.04 classify concrete and pictured objects. 24

035A1.05 sequence objects and events. 25

035A1.06 make inferences from given information. 26

035A1.07 draw conclusions based upon given, inferred, or illustrated information. 27

035A1.08 determine cause and effect. 28

035A1.09 distinguish between reality and fantasy. 29

035A1.10 make a judgment. 29

035A1.11 solve a problem. 30

035B1.01 express ideas. 31

STRAND: Listening Skills

036A1.01 recognize the purposes for listening. 32

036A1.02 listen attentively. 32

036A1.03 listen to follow directions. 33

036A1.04 listen to answer questions. 34

036A1.05 illustrate the main idea of a story. 35

036B1.01 develop auditory memory skills. 36

036B1.02 repeat verses from memory. 36

036B1.03 listen to predict an event or outcome. 37

036B1.04 listen for sequence. 38

036C1.01 listen to literature. 39

036C1.02 recognize rhyme, rhythm and repetition in literature. 39

STRAND: Oral Communication Skills

037A1.01 use vocabulary necessary to describe self. 40

037A1.02 name common objects. 40

037A1.03 identify colors. 41

037A1.04 use words necessary to describe objects. 41

037A1.05 complete sentences using context clues. 42

037B1.01 speak clearly, properly and politely. 43

037B1.02 relate information orally. 43

037B1.03 relate information in complete sentences. 44

037B1.04 describe the contents of a picture. 44

037B1.05 retell a story. 45

037C1.01 express feelings orally. 46

037C1.02 use the telephone. 46

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop skill in gross motor functioning.	Large muscle, or gross motor control is essential for proper physical development. Children develop efficient patterns of movement, leading to refined muscle coordination and fine motor control. Gross motor skills include standing balanced and upright, walking, jumping, hopping, galloping, skipping, and manipulating objects. Choose playground equipment which is suitable for small children and which provides for the development of all large muscles.	maneuvering	A. Have an obstacle course set up to facilitate the use of a variety of gross motor skills. Include such activities as walking a balance beam, crawling through rings, and running around objects.	P.E. 091C1	
		maneuvering	B. Have students participate daily in activities which promote large muscle development. Be certain the activities include all gross motor skills.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 develop skill in fine motor functioning.	Fine motor skills require the coordinated use of smaller muscles. Students need to develop small muscles in the fingers, hands, and wrists before they can learn writing techniques. Fine motor skills are demonstrated in such activities as coloring, cutting, lacing, buttoning, zipping, tracing, stringing beads, sewing and manipulating clay.	manipulating, grasping	A. Have a center for "dress-up" activities available to the students. Include clothes with buttons, zippers, snaps and laces.	P.E. 091C2	
		manipulating	B. Activities using a combination of tracing, coloring, cutting and pasting may be used with the students on a regular basis as enrichment activities for other content area instruction.		
		manipulating	C. Provide center activities for students which allow them to manipulate a variety of materials, such as clay, finger paint, beads, and sand.		
1.03 develop eye-hand coordination.	Eye-hand coordination involves hand movement in response to cues or information acquired visually. Fine motor coordination is essential to the development of eye-hand coordination.	manipulating	A. Students should use materials from a manipulative center with some of the following items available: blocks, lacing cards, string and beads, peg boards, puzzles, parquetry blocks, and clay or play dough.	P.E. 091C2	
		manipulating	B. Students should participate in such simple games as ring toss, bean bag throws, clothespin drop, and toss and catch.		
		drawing	C. Give each student a card with a shape on it, and another card with only part of the shape given. Have the students complete the shapes.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 develop a dominant hand.	Hand dominance is a student's natural tendency to use one hand over the other. Some students may still be ambidextrous. Hand dominance may be identified by observing the preferred hand when a student is requested to demonstrate fine motor coordination.	manipulating	A. Have each student color and cut using the naturally preferred hand. Encourage consistent use of that hand for pre-writing activities.	P.E. 091C2	
		manipulating	B. Have students roll a ball, bounce a ball, and toss a ball with the dominant hand while holding the non-preferred hand behind the back.		
1.05 develop skill in visual discrimination.	Visual discrimination is the ability to perceive similarities and differences in images.	matching	A. Have students match pairs of objects pictured on cards or play picture lotto or dominoes.		
		sorting	B. Have students sort shapes into appropriate groups, putting circles together, squares together, etc.		
		matching	C. Have students match an object to its silhouette.		
		recognizing	D. Using an attendance board with names written in manuscript, have the students find and identify their names each day.		
		matching, locating	E. Develop an experience chart. Write words from the chart on index cards. Have students find the word on each card on the chart.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 develop concepts of directionality.	Concepts of directionality include left-right, front-back, top-bottom, up-down, and in-out. Concepts should be reinforced whenever appropriate in daily routines.	listening, comprehending, observing	A. Have the students participate in everyday classroom activities that involve directionality concepts. Line up students using the concept of front-back. Use a worksheet to show the top of the paper and the bottom of the paper. While doing a rhythm activity, use the body to show up and down. As the class goes to lunch or to another room, demonstrate the concept of in-out. The concept of left-right can be reinforced by having students march to a cadence.	Mu. 081A2 P.E. 091D2	
		maneuvering	B. Play musical games involving directions. Tie yarn on each student's right wrist as a reminder.		
		observing	C. Have students follow lines of print from left to right and from the top of the page to the bottom of the page by writing experience charts and pointing to the words as you read the charts aloud.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031B1.00 To understand how to write legibly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 follow a left-to-right sequence.	The concept of left-right is a prerequisite to left-to-right sequencing.	naming	A. Show a row of objects or pictures. Have each student name the objects or pictures from left to right.		
		observing, manipulating	B. Have students use pegboards to reproduce patterns using left to right sequencing.		
		tracing	C. Have the students trace paths of dots, dashes, footprints, etc. from left to right with their fingers and then with crayons.		
1.02 position paper properly and hold a crayon or pencil correctly.	Correct positioning in handwriting involves the handedness of the student, the angle at which the paper is set, the position at which the pencil or crayon is held, and the student's posture. Fine motor muscles must be sufficiently developed to hold a pencil or crayon properly.	listening, observing	A. Discuss with students the correct way to hold a pencil/crayon. Have a picture available showing a child correctly holding a pencil/crayon.	P.E. 091C2	
		observing	B. Show a picture of a student sitting correctly to write. Demonstrate for students correct posture and how to position paper.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 031B1.00 To understand how to write legibly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 demonstrate basic handwriting strokes.	Visual discrimination and eye-hand coordination are prerequisite skills for accomplishing this objective. The level of difficulty should range from tracing tactilely to independently producing basic strokes, including circles, curves, and vertical, horizontal, and slanted lines.	tracing	A. Have students use templates to trace basic shapes, first tactilely, then with either a crayon or pencil.		
		tracing	B. Have students use dotted or shaded models of basic strokes to produce completed strokes by connecting the dots or darkening the shaded lines.		
		copying	C. Have the students produce the basic strokes. Provide models for students to place on their desks/tables rather than having models on the board or on charts.		
1.04 write his/her name in manuscript.	Visual discrimination and eye-hand coordination skills are prerequisites for this objective. Students should recognize their own names in manuscript before writing instruction begins (033B1.01). Students should write their names using upper-case and lower-case letters rather than using all upper-case letters.	tracing	A. Have students trace their names in sand, salt, paint, shaving cream and other materials.		
		tracing	B. Write the students' names in dotted configuration. Have students trace over the dots tactilely and then trace with a pencil to complete the pattern and form their names.		
		reproducing	C. Have students use a model to write their names in manuscript.		
		producing	D. Have the students print their names on all art work and other paperwork.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033AI.00 To understand the discrimination of sounds

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop skill in auditory discrimination.	Auditory discrimination is the ability to perceive differences in sounds. Students may be able to hear clearly, but may have difficulty distinguishing fine differences in sounds. The development of skill in auditory discrimination precedes the students' ability to learn letter sounds.	listening	A. Have students listen to a variety of sounds. Create two sounds. Have students tell if the sounds are the same or different.		
		listening	B. Say two words such as "walk-walk" or "green-slow." Have the students say "yes" if the words are the same and "no" if they are not.		
		listening	C. Say two words such as "well-play" or "talk-tell." Have students say "yes" if the words begin with the same sound and "no" if they do not.		
		listening	D. Repeat Activity B, identifying words which end with the same sound.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A2.00 To understand basic speech sounds

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 produce speech sounds.	The smallest discrete and significant units of a language are its phonemes. The twenty-four consonant phonemes of English can be grouped or described in at least the following two ways: 1. according to the amount and kind of constriction of the air passage during articulation and the voiced/voiceless contrast, including stops, fricatives, affricates, nasals, liquids, and glides. 2. according to the parts of the mouth involved in articulation, including labials, labio-dentals, inter-dentals, alveolars, alveo-palatals, and velars.	verbalizing listening, articulating	A. Have students repeat words, sentences, and phrases. Evaluate the students' articulation of each word. B. After identifying specific speech deficiencies, give students instruction and practice for difficult sounds.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A3.00 To understand basic symbols

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.0l discriminate shapes visually.	Students at this level will visually discriminate among shapes before transferring that ability to letters. Familiar shapes in the child's own environment will have more meaning to the student. The child can thus concentrate on the similarities and differences among the shapes.	recognizing	A. Have the student select identical objects from among a group of objects. Repeat the activity with objects which have more subtle differences.		
		matching	B. Have the student match pairs of common objects pictured on cards, or play picture dominoes and lotto games.		
		matching	C. Have the student match the same configurations when several disclaimers are included in the series; for example, O X I X.		
3.02 discriminate upper-case letters.	Visual discrimination of upper-case letters should be introduced when a child is comfortable with discriminating among shapes.	recognizing	A. Show students a model of a letter. Using felt letters and a flannelboard or magnetic letters and a board, have students locate all letters which are the same as the model.		
		matching	B. Show students rows of letters. The first letter in the row and one other letter in the row should be the same. Have the students circle the letter that is like the first letter in the row. The disclaimers should be easily distinguishable from the matching letters, such as "A" and "C."		
		matching	C. Repeat the above activity using letters that require more discrimination, such as "M" and "N."		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A3.00 To understand basic symbols

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.03 discriminate lower- case letters.	Visual discrimination of lower-case letters should be introduced when a child can comfortably discriminate upper-case letters.	recognizing	A. Repeat Activity A above using lower-case letters.		
		matching	B. Show students rows of letters. The first letter in the row and one other letter in the row should be the same. Have the students point to the letter that is like the first letter in the row. The letters should be highly dissimilar, such as "f" and "z."		
		matching	C. Repeat the above activity using letters that require more discrimination, such as "m" and "n."		
3.04 discriminate words.	Words on this level should be of two or three letters. All other discrimination skills for this terminal objective are prerequisites for this instructional objective. Words are presented merely as letter configurations and not as units of meaning.	matching	A. Show students rows of two and three-letter words which are highly dissimilar, such as: me, go, it, me, of. The first word in the row and one other word in the row should be the same. Have the students point to the word that is like the first word in the row.		
		matching	B. Make word lotto games using two and three letter words.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Visual Discrimination

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A3.00 To understand basic symbols

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 3.05 identify upper-case and lower-case letters.	Teachers should introduce the upper-case and lower-case symbol for each letter name together. However, students should be given ample opportunities to associate each letter name with its symbols before a new letter is introduced. Students will be able to recognize the symbol "A" when the teacher says "Point to the 'A,' before he/she can identify the symbol "A" by saying "That is an 'A'."	recognizing	A. After each letter has been introduced, show students an array of letter symbols using only upper-case letters. Have students find all the symbols for each letter. Say, "Point to all the "A's."		
		recognizing	B. Repeat Activity A using lower-case letters.		
		recognizing	C. Repeat Activity A combining upper-case and lower-case letters.		
		recognizing	D. Play Alphabet Bingo.		
		identifying	E. Use the array of letters in Activity C. Ask students to name each letter as the teacher points to it.		
		identifying	F. Use flash cards to give students practice in identifying the names of the letter symbols.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033A4.00 To understand the basic sound/symbol relationship

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 4.01 recognize consonant sounds.	As students learn the letters of the alphabet, they should be introduced to the sounds which are represented by the letter symbols.	listening, analyzing	A. As each sound is introduced have students repeat the sound several times. Explain the correct position of the mouth to produce each sound.		
		analyzing	B. Have students locate objects in the room which begin with a specific sound such as /b/. Place the letters "B" and "b" on each object.		
		analyzing	C. In conjunction with instruction of a consonant sound, have students identify pictures of objects having the same initial consonant sound. The pictures can be cut out of a magazine and pasted on construction paper for a "consonant collage."		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033BI.00 To understand the relationship between vocabulary development and oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify his/her name in print.	Students should first be given numerous opportunities to recognize their first names in print. When students can identify their first names, instruction should then focus on recognition of last names.	recognizing	A. Write students' first names in big, bold letters and display them in various places around the room such as on tables, lockers and charts. Call students' attention to their names daily.		
		identifying	B. Write students' names in various sized letters, type students' names, and use unusual letters, such as bulletin board letters, to spell students' names. Have students find their names on bulletin boards or in printed materials.		
		identifying	C. Repeat Activities A and B including students' last names.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033B2.00 To understand the basic steps of spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 use a plan to decode.	At this level the emphasis is upon laying the groundwork for learning to spell. The students are not required to learn a particular spelling method. Instead, the teacher will expose students to auditory, visual, and kinesthetic modes of learning. Since spelling is a multisensory process, teaching should include activities to enhance visual memory, psychomotor skills, and auditory discrimination.	observing, recalling, sequencing	A. Use a series of colored cards or animal pictures in sequence. Have the student use a combination of auditory and tactile reinforcers to reproduce the sequence given. For example, have students: 1. Touch each card in order and say the color or animal name. 2. Cover the cards and repeat the sequence, saying the card names in correct order. 3. Uncover the cards and check for accuracy. 4. Repeat steps l and 2. 5. Reproduce the series by using a duplicate set of cards. 6. Check for accuracy.		
		observing, recalling, sequencing	B. Have the students use the method in activity A to learn to spell their names. Print each letter of the name on a card to be sequenced to spell the name.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033D1.00 To understand sequencing in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop skill in visual memory.	Visual memory involves recalling information obtained through the sense of sight.	observing, sequencing, manipulating	A. Do visual sequencing activities with parquetry blocks, beads, pegs, or colored cubes. Give the student a visual pattern on a card. Have the student reproduce the pattern using manipulatives and repeat the pattern several times.		
		observing, recalling, sequencing, manipulating	B. As students become more adept at patterning, have them study a pattern card; then remove the card and have the student reproduce the sequence from memory.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 033D2.00 To understand word parts

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 recognize labels for classroom objects.	Students should observe that letters are joined to make words and that some words name objects.	listening, observing	A. Write names for classroom objects in big, bold letters. As you place the label on the object, identify for students the letters in each word. Read the words with students and have them repeat the words.		
		identifying	B. As students learn the letters of the alphabet, have them say the letters which are joined to make the words used to label classroom objects.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034A1.00 To understand word units

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 complete sentences orally.	Sentences express complete thoughts and must make sense. Students should be able to complete sentence fragments with an appropriate word or phrase. This objective is a precursor of deriving meaning from context.	comprehending	A. Write a sentence fragment on a chart, omitting the end of the sentence. Read each fragment and have students complete the sentence.		
		comprehending	B. Repeat Activity A, omitting the middle or the beginning of each sentence. Read each new sentence to the students.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034B1.00 To understand story and paragraph organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 write a group story.	A group story is a story dictated by the students as a group. The teacher records the students' input. The topic can be any event, observation or summary of information about the class. A group story is often referred to as an experience chart or as a language experience chart. This objective is utilized as a means of facilitating instruction in many other objectives in this guide.	listening, verbalizing, comprehending, justifying	A. After the students have shared an experience such as a visit to the school kitchen, have them dictate an experience story. Lead them to see that all their contributions center around one idea. Suggest an appropriate title, such as "Our School Kitchen." Ask students to tell why another title, such as "The Big Freezers," would not be as good.		
		verbalizing, comprehending, choosing	B. Have students dictate experience stories and suggest appropriate titles or choose a title for each story from a list of possible titles.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034D1.00 To understand the relationship of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 formulate ideas.	The emphasis of this objective is on the pre-writing stage of composition. Students should be encouraged to brainstorm, imagine, question, and talk with others to develop ideas.	brainstorming	A. Plan a trip to a place in the community. Have students discuss various aspects of the trip, such as what they should wear, how they will travel, and what they will see.	L.A. 035B1	
	The pre-writing stage concentrates more on oral communication than on written communication. The ideas generated can be included in a group activity.	analyzing	B. After the trip, have students discuss what they should do differently to prepare for the next trip.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Writing

GOAL: 03000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 034E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use books and other printed materials.	This objective precedes instruction in reference and study skills. Instruction should include the function and selection of books, major parts of a book, and care and handling of books. Proper procedures for handling books include: 1. Turning pages carefully. 2. Washing hands before handling books. 3. Having a special place for books. 4. Protecting books from weather. 5. Returning books promptly.	selecting	A. Students should visit the library often and select books from the easy book section.		
		selecting	B. Library helpers may select picture books and easy books for a library center.		
		listening, discussing, predicting	C. Discuss with students the functions of books. Have students suggest how books can be used at school and in the home.		
		listening, observing, recognizing	D. Display a large model of a book cover and a title page. Point out to students the author, the title, and the illustrator. Discuss with students the importance of each part.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 make and describe observations.	An observation differs from a casual look at something. The skilled observer does not integrate personal feelings or opinions into that observation. The ability to make skilled observations is important to nearly all fields of study. Skilled observations are part of the fact-finding and experimentation processes in science and math. Writers use skilled observations when they gather information to write about a subject. In social studies, observers must be able to record events in an objective manner. Observations are used in measuring in math and science.	comprehending	A. Bring a small animal, such as a rabbit, into class and ask students to observe it.		
		comprehending, discussing	B. Set up a terrarium or aquarium. Have students observe and describe any changes over a designated period of time.	Sc. 052E3	
		describing	C. Play "I Spy" games. Give a student a cardboard roll from toilet tissue or paper towels. Ask students to describe things they see through the roll. Have others guess the object described.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 ask questions.	Kindergarten students are naturally curious and ask questions readily. Instruction should focus on helping the children formulate questions that are clear and complete and that precisely address their concerns. Once a question has been asked, an attempt should be made to find an answer to the question.	verbalizing, probing	A. Have each student bring a picture of someone or something from home. Next have students break into groups and ask each other "who," "what," "where," and "why" questions about each picture.		
		verbalizing, investigating, probing	B. Put an object in a box. Tell the students you will answer any question except "What is in the box?" Have students ask questions until they can guess the contents.		
		predicting, verbalizing	C. Ask someone from the school or community to do a demonstration for the class. For example, ask a dairy farmer to talk to the class in conjunction with a farm unit. The farmer might even show the students how butter is made. Before the guest arrives, have students think of questions they would like to ask. After the presentation, encourage students to ask questions.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 recognize relationships.	Performing this objective requires that the student recognize objects that relate to each other in some meaningful way.	associating	A. Assemble a barrel of objects. Have students find pairs of objects which "go together," such as a jack with a ball, a can with a can opener, and a cup with a saucer. Any pairing is acceptable if the student can explain a logical relationship.	Sc. 052E1, 052E2	
		associating	B. Give students several pictures of animals and their babies. Have students put the baby animal with the correct adult.		
		associating, categorizing	C. Give students a picture of an object surrounded by many smaller objects. Have the students circle the smaller objects which relate to the larger object in some meaningful way.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 classify concrete and pictured objects.	Classifying is grouping according to some system or principle. Students should classify objects according to likenesses or relationships.	analyzing	A. Give students sets of objects they can manipulate, such as blocks, beans, and popsicle sticks. Have them group the objects according to similar characteristics.	He. 061G2	
		analyzing	B. Give students pictures of a variety of objects, including foods. Have students group all the foods together. This activity can be modified by having students group various foods within the four food groups.		
		analyzing	C. Have students classify pictures of animals according to a specific characteristic, such as color, size, age or habitat.	Sci. 052E1	

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 sequence objects and events.	Sequencing is the process of arranging things in a logical order. As with all skills, young children must have opportunities to manipulate objects prior to applying the skill in abstract thinking. Sequencing of events must begin with situations children can observe and events which are part of their everyday experiences. This skill is important to literal comprehension.	analyzing	A. Give students three objects of differing sizes. Have students put the objects in order from smallest to largest.		
		analyzing	B. Have students participate in a cooking experience such as popping popcorn. Develop an experience chart listing the events in the order they occured.		
		analyzing	C. Let students take turns describing events in the kindergarten day. Write the events on sentence strips as they are dictated by students. Read the sentences to determine if they are in proper order.		
		analyzing, ordering	D. Give students a picture of a baby, a middle-aged person, and an elderly person. Have students put them in order from youngest to oldest. Make sure the differences in height vary for the age categories.		
		recalling, ordering, manipulating	E. Have students arrange in the proper order a series of three or four pictures illustrating a story or an experience.		
		recalling, ordering, manipulating	F. Repeat Activity D using four to six pictures.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 make inferences from given information.	Making inferences involves identifying a thing or event without being told directly of its existence.	listening	A. Read students a story and ask them inferential questions.		
	To make an inference the student must have the background knowledge to understand the facts that are given, the implied information, and the relationship between the two.	observing, recalling, verbalizing	B. Show students a picture and have them tell everything factual about the picture. Then ask them questions which must be answered by making an inference.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 13000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 135A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 draw conclusions based upon given, inferred, or illustrated information.	Drawing conclusions involves analyzing given information and making generalizations which are logical and consistent with the facts presented.	comprehending, problem solving	A. Give students several facts about an everyday experience, such as dressing to play outside. Have the students dress dolls in suitable attire based upon the facts given. For example, the teacher might say "It is cold outside. Snowflakes are falling." The student would dress the doll in warm clothing.		
		comprehending, analyzing	B. After reading a story, such as "The Three Bears," ask students to discuss how the characters felt and why they did certain things. For example, "Why did Goldilocks go into the house when no one answered the door?" or "How did Baby Bear feel when he saw his broken chair?"		
		observing, recalling, selecting	C. Read a story such as "Who Took the Farmer's Hat?" Show three pictures with different story settings and ask questions about the settings, such as "Which picture shows where this story happened?"		
		analyzing, selecting	D. Read a story such as "The Little Engine That Could." Show three pictures such as the little engine on flat land, the engine going up a hill, and the engine coming down the hill. Ask such questions as "In which picture would the engine say 'I think I can?' Why?"		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.08 determine cause and effect.	Students at this level understand that certain actions can lead to a consequence and that certain consequences can result from an action. Cause and effect can be effectively taught as a part of the daily classroom routine. For example, students running in the hall can be led to understand that this behavior may lead to falls, accidents, or disturbing another class.	observing, analyzing	A. Do a simple experiment for the students, such as placing a metal car on a piece of cardboard and making it move by putting a magnet underneath it. Ask the students to tell you what they think is making the car move.	Sc. 051B3	
		observing, analyzing, inferring	B. Show students a picture. Ask students to tell you the cause of the situation depicted. For example, show them a picture of a ball in front of a broken window. Ask how the window was broken.		
		listening, recalling	C. Read students a story with an obvious cause and effect relationship, such as "The Three Pigs." Ask students to tell why certain events happened, such as "Why did the first little pig's house fall?"		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.09 distinguish between reality and fantasy.	Some things occur in the real world; others are imagined. It is important to be able to distinguish between the two. This ability involves analyzing a situation using knowledge and experience.	listening, applying, analyzing, verbalizing	A. Read a simple, familiar fairy tale to the students and ask them to tell what parts of the story could be real and what parts must be imaginary.		
		analyzing	B. Have a costume parade of only imaginary characters, such as Superman, Wonder Woman, and Winnie the Pooh. Have students talk about the characteristics of each character and whether the characteristics are real or imaginary. This a good activity for Halloween.		
1.10 make a judgment.	Judgments reflect the student's values and opinions. Kindergarten students can make simple judgments about occurrences in which they are involved and apply those judgments to their lives. The ability to make judgments is essential to self direction, self control, decision making, and problem solving.	analyzing, evaluating	A. Ask students whether the lunch they ate that day was good. Have them give reasons to justify their opinions.		
		analyzing, problem solving	B. Discuss situations which might arise for the students, such as if someone offers them a ride in a car. Help the students to analyze the situation and to make judgments about how they should respond.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.11 solve a problem.	Students should be encouraged to use all their thought processes in a unified manner. This will help them to plan for a situation or to understand and solve a problem. In order to solve problems, kindergarten students must be helped to identify the problem, identify the causes of the problem, identify possible solutions, consider the consequences of each solution, and choose the most appropriate solution. This objective should be taught as real problems/conflicts arise in the classroom.	listening, comprehending	A. As problems arise, use large group or small group settings to discuss the problem, its causes, and its solutions.		
		analyzing, brainstorming, evaluating	B. Ask students questions which will require them to apply the steps in problem solving to an everyday situation, such as "What could we do to assure this doesn't happen again?" Write responses on a chart and read them back to the students. Have them evaluate the responses.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 035B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 express ideas.	This objective encourages students to elaborate on an idea in a creative way. Creativity is emphasized so students can see there is not any one desired response and that they can produce a unique response. Students should have opportunities to formulate ideas and to express them in nonverbal ways before attempting to put the thoughts into words. Teachers should use probing techniques to encourage longer and more complex responses.	role-playing	A. Have each student dramatize the actions of a character in a story. Let the other students guess the identity of the character.		
		recalling	B. Show a picture of a character from a familiar story. Have a student describe the character giving information such as character's name, appearance, dialogue, and actions in the story.		
		predicting	C. Have students describe what they would have done had they been a character in a story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the purposes for listening.	Listening requires the student to make a concentrated effort to hear. This objective focuses on the reasons for listening, including getting complete information, getting accurate information, and understanding what is being said.	discussing, recognizing	A. Discuss with the class the different people to whom they listen every day. Have the students recognize why they listen to each of the people identified.		
		recognizing	B. Play a game allowing the students to guess to whom they would listen to learn how to cross the street safely or to learn how to do addition.		
1.02 listen attentively.	The student needs to direct attention to what is being said or discussed. Listening attentively means sitting quietly, looking at the person who is speaking, and concentrating on what is being said.	discussing	A. Discuss with the students suggestions for listening attentively, such as facing the speaker and sitting comfortably.		
		observing	B. Role play an attentive student in given situations for the class.		
			C. Make a chart of times during the day that students need to listen, such as when the teacher gives directions, when the principal makes an announcement, and when the teacher reads a story. Display the chart, and remind students when they are not listening.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 listen to follow directions.	Students should be able to follow one- and two-step oral directions which relate to position/placement, sequence/order, and negatives.	recalling	A. Give students one-step directions such as "place your pencil on your desk," " raise your hand before speaking," and "do not open your book."		
		recalling	B. Give students two-step directions, using the same emphasis of placement, order, and negatives.		
		recalling, demonstrating	C. Have each student draw a simple picture in two steps by listening to directions.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 listen to answer questions.	Listening for details enables the student to answer questions effectively or correctly. Students should be encouraged to listen for specific words or phrases which will clue the student that something important is about to be said.	recognizing, recalling, verbalizing	A. Before reading a story, tell students the words which will signal the answer to a specific question. Read those words slowly for emphasis during the story. Then have students answer the question.		
		recalling, synthesizing	B. Before reading a short selection to the class, have them listen for a specific detail. Then, after reading, have each student draw the answer or detail.		
		recalling, discriminating	C. Read students a story which mentions several objects. Then show the students a picture of a collection of objects. Have the students identify all the objects that were mentioned in the story.		
		recalling, verbalizing	D. After reading a story, ask specific questions about the characters, setting, and dialogue in the story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 illustrate the main idea of a story.	Reading comprehension is the ability to derive meaning from printed material. For kindergarten students, comprehension is the ability to derive meaning from material read aloud to them. Students should be encouraged to verbalize; however, alternate means of expression -- drawing or dramatizing -- are suggested for this level.	listening, discriminating	A. After reading a book aloud, have students draw a picture of the main idea of the story.		
		recalling	B. Have students dramatize the main event in a story.		
		listening, recalling, verbalizing, selecting	C. After reading a story, say to students, "Tell me about this story." List the responses on a chart. Reread the statements, and with the class, choose the statement that best expresses the main idea.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 develop auditory memory skills.	Auditory memory is the ability to recall and retain information gained through hearing. In evaluating auditory memory, the teacher must be certain the student can hear well (auditory acuity) and can perceive auditory messages accurately (auditory perception.)	listening, recalling	A. Stand behind the student so he/she cannot read lips. Have the student repeat three to five letters in sequence as spoken by the teacher.		
		listening, recalling	B. Have students repeat three to five words in sequence.		
		listening, recalling	C. Have students repeat short sentences or phrases in sequence.		
1.02 repeat verses from memory.	A verse is a sequence of words arranged metrically in accordance with some rule or design. Verses may include finger plays, nursery rhymes, poems, songs, and parts of some stories.	memorizing	A. Incorporate finger plays, nursery rhymes, and other pieces of literature into daily activities. Ask for volunteers to recite pieces individually. Shy or reluctant students should be encouraged to recite with other students.		
		memorizing	B. Have students learn songs as a part of music instruction.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 listen to predict an event or outcome.	Prediction involves answering "what if" or "what will happen next" questions by using prior knowledge and logical thinking.	inferring	A. Read a story or poem with a set pattern. At an appropriate point, stop to ask students what they think will happen next.		
		listening, inferring	B. Read students a short story with which they are not familiar. Stop before the climax and ask students to finish the story.		
		listening, inferring	C. Read a familiar story. Stop before the climax and suggest a detail that could cause the story to have a different ending, such as "What if the troll had been stronger than Great Big Billy Goat Gruff?" Let the students take turns creating new endings.		
		recalling, dramatizing	D. Read a story such as "The Three Billy Goats Gruff." Use classroom props and have the students act out the story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 listen for sequence.	Sequence or story order consists of the order of events as they occur in a selection. Instruction in this objective should follow mastery of language arts objective 035A1.05.	recalling	A. Have each student look at a set of three picture cards as you tell a simple story, such as a story about children on the playground. After the students have listened to the story, have them place the cards in the correct order.		
		recalling	B. After reading a story aloud to the students, ask them to tell what happened first in the story and what happened last.		
		recalling	C. Read a story aloud to the students. Ask questions which will require sequencing the events, such as, "What happened to Little Red Riding Hood after she started to Grandmother's house?"		
		recalling, dramatizing	D. Read a story such as "The Three Pigs." Use classroom props and have the students act out the story.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 036C1.00 To develop an appreciation of literature through listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 listen to literature.	Students should be exposed to various types of good children's literature, both poetry and prose, for pure recognition and enjoyment. Children's literature may be in the form of finger plays, nursery rhymes, poems, fairy tales, picture books, stories, tapes, films, filmstrips, records, and stories told by storytellers.		A. Students should listen to good literature on a regular basis. Volunteers can be used to read to children in centers or at rest time. (Retired teachers and other senior adults can provide a valuable resource.) B. Have the students utilize listening centers to hear stories throughout the day. C. Encourage parents to read to students daily. Short stories may be sent home to be enjoyed by the family.		
1.02 recognize rhyme, rhythm and repetition in literature.	Selections should offer obvious examples of the elements to be demonstrated. Rhyme refers to the occurrence of similar sounds. Rhythm refers to the pattern of sounds or beat. Repetition refers to the recurrence of the same word or phrase several times.	predicting recalling recalling, recognizing	A. Read Dr. Seuss books to illustrate rhyme. Allow students to supply other rhyming words. B. Have students march in place as they chant verses such as "Hey, Diddle Diddle" and "Jack Be Nimble." C. Have students sing songs such as "Old MacDonald." Have them signal when they hear the part that is repeated.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037AI.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use vocabulary necessary to describe self.	Vocabulary introduced should allow each student to communicate personal data and should include name, age, names of family members, address, birthday, telephone number, name of school, and name of teachers.	verbalizing, synthesizing	A. After students have drawn pictures of themselves, have each student tell about the picture, including full name, age, and anything special about the picture.		
		verbalizing	B. Ask students questions about themselves. Encourage them to respond by giving the information suggested in the content.		
1.02 name common objects.	Vocabulary should include the names of classroom objects including furnishings, materials, equipment and tools, and similar objects used in the home.	naming	A. Have students use labels to identify objects in the classroom. As students label an object, have them tell the name and give a brief qualifying sentence about it. "We use the round table by the window."		
		naming, verbalizing	B. Encourage students to use the correct names of objects rather than substitute names. Discourage students from simply pointing to objects to identify them.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037AI.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 identify colors.	Instruction should focus on recognition and identification of red, yellow, blue, green, orange, purple, brown, black and white.	naming, associating	A. Teach the names of colors by emphasizing one color each week. Bulletin boards, centers, and group activities should focus on objects of the "Color of the Week."		
		recognizing, associating	B. Have a scavenger hunt to find objects of the color being taught.		
		verbalizing, judging	C. Have students discuss their favorite colors.		
		identifying	D. Hold up an object of a basic color. Ask the students "What Color is this?"		
1.04 use words necessary to describe objects.	Vocabulary should include quantitative words and other adjectives, such as "big," "little," "long," "short," "tall," "fast" and "slow"; and words which indicate position, such as the prepositions "on," "off," "under," "over," "beside," "in," and "out." Words such as "top," "bottom," "here," and "there" may also show position.	describing, associating	A. Show students a familiar object such as a teddy bear. Ask questions about the object which must be answered with descriptive words such as "What size is the bear?" and "Where is the bear?"		
		describing	B. Have students select a classroom object for "Show and Tell." Give each student prompts to initiate verbalization.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037A1.00 To understand the relationship between vocabulary development and oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 complete sentences using context clues.	Content at this level includes vocabulary appropriate to the students' limited background.	listening, analyzing, inferring	A. Have students complete sentences with words that make sense from the context of the sentence, such as, "We rode in a _____ to the zoo." (car, can, cake)		
		listening, associating	B. Read sentences which describe objects, such as "I am small, brown, and furry. I am a _____." Have students select from several choices the answer that best completes the sentence.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037B1.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 speak clearly, properly and politely.	Speaking clearly and properly is a practiced skill. It should be encouraged with suggestions to stand properly, to look at the audience, and to speak in a normal voice rather than whispering or shouting.	recognizing verbalizing	A. Have students discuss examples of children using suggestions for correct speaking.		
		verbalizing, synthesizing, dramatizing	B. Have the students role-play situations requiring polite and proper expressions.		
	Standard greetings, expressions of courtesy and farewells should be practiced in the classroom.				
1.02 relate information orally.	Information to be related orally should include personal information and experiences. Students should be able to hold conversations in which they make announcements or give explanations.	verbalizing, dramatizing	A. Have students use the family living center to act out given situations, such as a child coming home from school and describing a day at school.	S.S. 041B1	
		recalling, organizing, verbalizing	B. Read a story or poem and ask students to relate a similar experience.		
		organizing, verbalizing, explaining	C. Have students participate in "Show and Tell" or explanations of art work.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037BI.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 relate information in complete sentences.	A complete sentence tells a complete idea.	verbalizing	A. Have a puppet demonstrate using complete sentences to describe an object or a picture. Have the students take turns using the puppet to add a complete sentence about an object or a picture.		
		verbalizing	B. Pick a topic to discuss with the students. Have each student give one complete sentence about the topic as you record them in story format on an experience chart.	L.A. 034B1	
1.04 describe the contents of a picture.	Picture comprehension is important to reading comprehension. Students should be encouraged to identify all pertinent information in the picture, such as colors, objects, people, animals, structures, seasons, setting and action. Questions posed by the teacher may prompt further investigation and verbalization.	observing, verbalizing	A. Display an interesting picture where it can be easily seen by all students. Give each student a prop such as a "looking glass" to encourage concentration on the picture. Ask questions such as, "What do you see?" or "What things are alive?" Continue prompting until the students have thoroughly exhausted the possiblities for discussion.		
		observing, verbalizing	B. As stories are read to the students, allow students to carefully study the pictures and describe their contents. Ask questions to encourage longer and more complex responses.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037B1.00 To utilize effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 retell a story.	When retelling a story, all events should be told in the order in which they happened in the original version. Complete sentences should be used.	recalling, verbalizing, sequencing	A. Tell a simple version of a familiar story. Have the students retell the story a sentence at a time and record the sentences. Then retell the story in proper order.		
		recalling, verbalizing, sequencing	B. Have students draw three pictures to illustrate a familiar story. Have them retell the story, using the pictures in proper order.		

LANGUAGE ARTS - KINDERGARTEN

SUBJECT AREA: Thinking and Expression

GOAL: 03000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 037CI.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 express feelings orally.	Feelings may be expressed in group discussions, through role-play or dramatization, and by using puppets and magnet/flannelboards to stimulate oral presentation. Students should be encouraged to verbalize their thoughts and feelings to peers and to the teacher throughout the day.	verbalizing	A. Have children describe what makes them feel good.		
		recalling	B. Read or tell children's stories which describe loving, nurturing situations. Have students identify how the characters made each other feel good.		
		verbalizing	C. Have students share what makes them feel bad, such as being ignored.		
1.02 use the telephone.	Using the telephone should be an extended oral communication skill, incorporating clarity, complete sentence usage, and courtesy.	synthesizing	A. After introducing telephone courtesy, have each student practice using the telephone at an activity center equipped with a tape recorder to provide immediate feedback.		
		synthesizing	B. Have each student place a telephone call using telephone skills.		

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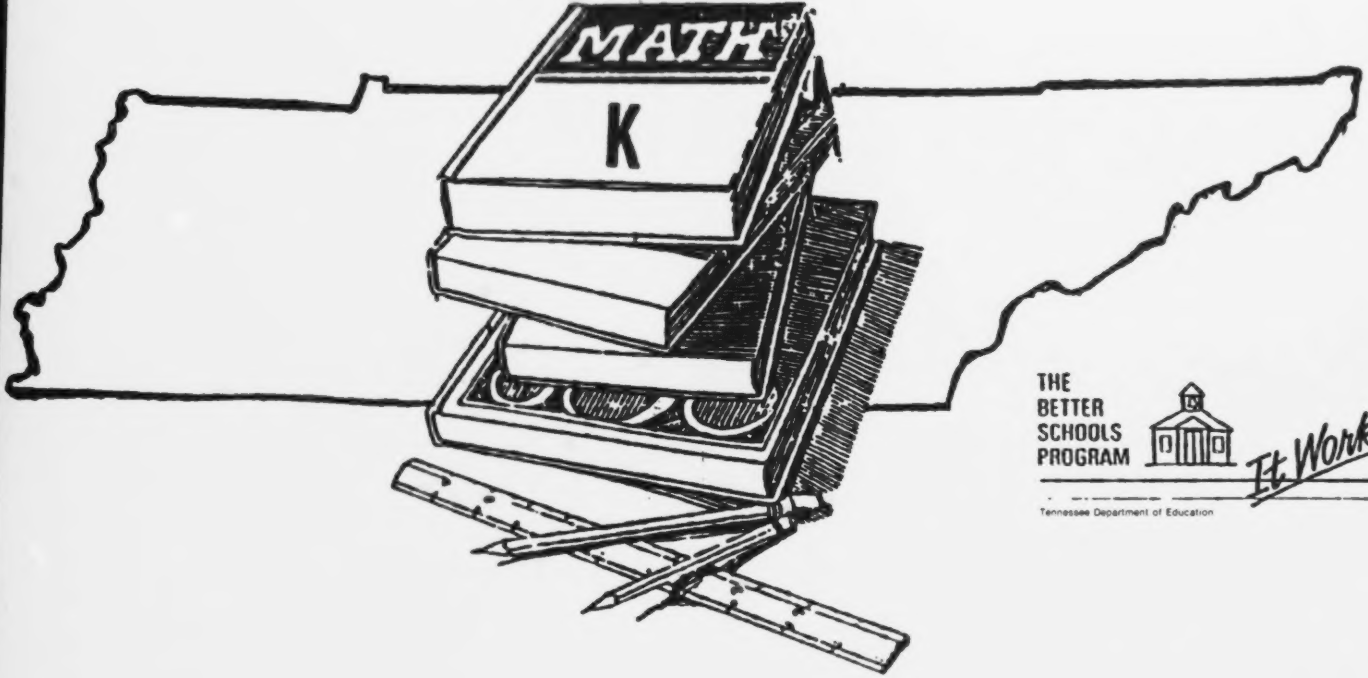
MATHEMATICS CURRICULUM GUIDE

BASIC SKILLS FIRST



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TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

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MATHEMATICS
CURRICULUM GUIDE
BASIC SKILLS FIRST

STATE OF TENNESSEE

1796

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FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The Basic Skills First Program has four components:

- **A CURRICULUM GUIDE** - In accordance with RULES, REGULATIONS AND MINIMUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

- **MASTERY TESTS** - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

- **INDIVIDUAL STUDENT RECORDS** - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

- A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The mathematics curriculum guide is designed to provide a scope and sequence for the teaching of mathematics. Its use will enable students to learn scientific processes and concepts, and develop the ability to apply them as needed in everyday life. Implementation of the mathematics curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The K-8 mathematics curriculum is divided into strands as illustrated on the following page. The curriculum guide includes the goals, strands, and terminal objectives of the state approved mathematics framework. Instructional objectives can be defined by five characters. The first character is the grade level, the second character is the discipline, the third character is the strand, the fourth and fifth characters are the instructional objective number.

Example - the instructional objective number 31604 is translated as follows:

3 = Grade - 3
1 = Discipline - Mathematics
6 = Strand - Measurement
04 = Instructional objective

Each page of the guide contains instructional objectives, associated content statements and suggested activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

STRANDS IN MATHEMATICS

There are three areas of emphasis in the Basic Skills First Mathematics curriculum. The first is the need for a comprehensive list of skills encompassing all areas of mathematics. The second is the requirement that skills be taught in small, sequential steps. The final "critical factor" is the use of concrete experiences as students learn a new skill at any level. Without the understanding that comes from concrete experiences, the rote learning of skills has little meaning. The transition from concrete to abstract should be a slow, deliberate process, and at all levels, new concepts should be introduced through concrete experiences.

There are eight strands in the Basic Skills First Mathematics curriculum. A strand is an area of mathematics that appears in all levels of the Guide, K-8 (except Ratio, Proportion and Percent, which starts in grade six). Each strand has been assigned a number as follows:

1 - Numeration - Understanding the concept of numbers: counting, place value, reading and writing numbers.

2 - Operations on the Whole Numbers and Decimals - Understanding the four basic operations: addition, subtraction, multiplication and division.

3 - Fractions and Decimals - Understanding the concept of rational numbers (including decimals) and operations on those numbers.

4 - Graphing, Probability and Statistics - Interpreting graphics, charts, and tables; calculating chances of an event occurring; understanding statistical data.

5 - Problem Solving and Applications - Identifying a problem situation, converting the information to numerical data, performing calculations, and translating results in terms of original problem.

6 - Measurement - Understanding and applying metric and customary measurement concepts.

7 - Geometry - Understanding basic geometric concepts; plane and solid figures, lines, and angles.

8 - Ratio, Proportion and Percent - Understanding and applying ratio concepts; using percentage concepts in everyday life.

KINDERGARTEN TABLE OF CONTENTS

INSTRUCTIONAL OBJECTIVES PAGE

STRAND: Numeration

01101 identify the larger and the smaller of two similar concrete objects. 1

01102 identify the larger and the smaller of two similar pictured objects. 1

01103 identify the largest and the smallest of three similar concrete objects. 2

01104 identify the largest and the smallest of three similar pictured objects. 2

01106 identify by matching which of two sets (one to five members) of concrete objects has more and less members. 3

01107 identify by matching which of two sets (one to five members) of pictured objects has more and less members. 4

01108 match equivalent sets (one to five members) of concrete and pictured objects. 7

01111 identify and match the numbers 1-5 to a set of concrete and pictured objects. 14

01112 identify orally the cardinal number of a set (one to five members) of concrete objects. 13

01113 identify by matching sets of concrete objects having the same cardinal number as a given set (one to ten members). 13

01114 order sets (one to five members) of concrete and pictured objects, based on the number of members, from least to greatest. 11

01115 count orally numbers one to ten. 11

01116 order numbers one through ten. 12

01118	recognize an empty set.	8
01119	identify zero as the number associated with the empty set.	15
01120	identify by matching which of two sets (six to ten members) of concrete objects has more and less members.	5
01121	match equivalent sets (six to ten members) of concrete and pictured objects.	9
01122	identify and match the numbers 6-12 to a set of concrete and pictured objects.	16
01123	identify orally the cardinal number of a set (six to ten members) of concrete objects.	15
01125	order sets (six to ten members) of concrete and pictured objects, based on the number of members from least to greatest.	12
01128	identify by matching which of two sets (six to ten members) of pictured objects has more or less members.	6
01130	identify the cardinal number of a set (ten or less members) of concrete and pictured objects.	17
01132	identify a set from a given group of concrete objects.	6
01133	identify the first and last in a sequence using concrete and pictured objects.	10

STRAND: Operations

01201	demonstrate through counting that joining two sets of concrete objects makes a new set that has more members than either of the given sets (sums 2-9).	19
01202	explain that joining two sets of concrete objects creates a new set that has more members than either of the given sets (sums 2-9).	20
01203	demonstrate through counting that removing concrete objects from a set makes a set which has less members (minuends 1-9).	21

01204 explain that removing concrete objects from a set makes a set that has less members (minuends 1-9). 22

STRAND: Fractions and Decimals

01301 identify the two equal parts of a whole using concrete and pictured objects. 23

01302 separate a concrete object into two equal parts. 23

01303 separate a set of identical objects into two equivalent subsets. 24

01304 identify one half of a pictured object. 24

STRAND: Graphing, Probability and Statistics

01401 construct a bar graph using concrete objects. 25

STRAND: Problem Solving and Applications

01501 group concrete objects based on one common attribute. 27

01502 choose the next color in a pattern. 28

01503 choose the next shape in a pattern. 28

01504 solve problems based on size and color attributes. 29

01505 solve problems regarding less than and more than using a bar graph of concrete objects. 29

01506 complete a pattern using concrete and pictured objects. 27

STRAND: Measurement

01601 identify the longer and shorter of two objects. 31

01602 identify which of two similarly shaped containers holds more. 32

01603 select the heavier of two concrete objects. 32

01604 identify a clock and a watch as instruments to measure time. 33

01605 identify a penny and a nickel. 33

01606 identify the thermometer as a device to measure temperature. 34

STRAND: Geometry

01701 choose from a group of figures (triangle, circle, square, rectangle) a figure similar to the one shown. 35

01702 choose from a group of figures (triangle, circle, square, rectangle) the one named. 35

01703 name the figure when shown a triangle, circle, square or rectangle. 36

01704 identify from among a group of objects the object in a particular location (above, under, right, behind, etc.). 37

01705 demonstrate terms of relative position (above, under, right, behind, etc). 37

01706 match objects with the same shape. 38

01707 match objects with the same size. 38

01708 arrange objects in order according to size. 39

Some objectives have been deleted or combined with other objectives. Those objective numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. Objectives added to a strand were given new numbers.

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110A To understand comparing objects and groups of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01101 identify the larger and the smaller of two similar concrete objects.	Define "larger" and "smaller" as terms of comparison of the sizes of two objects. The students can identify objects by pointing to them, placing something around or on them, or indicating them in any way. The use of manipulatives is important to introduce this concept.	describing and naming	A. Have pairs of similar items (dolls, dishes, balls, books, etc.) of different sizes on a table or the floor. Provide a large container to hold the larger items and a smaller container to hold the smaller items. Have the students place the large items in the large container and the small items in the small container. B. Collect different sized containers. Have the students compare the sizes of the containers by putting them side by side. The containers may be filled with sand, water or rice to extend the activity.		
01102 identify the larger and the smaller of two similar pictured objects.	Previous Objective: 01101 Review the concepts of larger and smaller. Name pictured objects. Assist the students in transferring these skills from 01101. The use of manipulatives is important to introduce this concept.	transferring	A. Display on index cards pairs of pictures showing different sized similar objects. Ask the students to indicate the larger and then the smaller object. B. Display pairs of different sized similar stickers on separate index cards. Have the students collect the two that are similar and indicate by naming or pointing which is the larger and smaller.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110A To understand comparing objects and groups of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01103 identify the largest and the smallest of three similar concrete objects.	Previous Objectives: 01101, 01102 Review the concepts of larger and smaller as terms of comparison. The students can identify objects by any method. Make sure the students compare all three objects. The use of manipulatives is important to introduce this concept.		A. Place three similar items (balls, blocks, etc.) of different sizes on a table or the floor. Have the students compare the sizes of the objects by placing them side by side. Then have the students identify the largest and smallest object. B. Distribute clay. Have each student roll three balls of clay. Have the students show the largest and smallest of their three clay balls.		
01104 identify the largest and the smallest of three similar pictured objects.	Previous Objective: 01103 Review the concepts of larger and smaller. Name pictured objects. Assist the students in transferring these skills from 01103. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets of pictured objects. Have the students place a token on the largest object in each group. Then have the students place a token of another color on the smallest object in each group.		A. Display three similar pictures in different sizes. Ask the students to place a token or a button on the largest and smallest sticker in each group. B. Have three pictures of similar objects in three different sizes on cards. Have the students indicate which is the largest and smallest picture on each card.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110A To understand comparing objects and groups of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01106 identify by matching which of two sets (one to five members) of concrete objects has more and less members.	Define and demonstrate "the matching process" as pairing the members of one set with the members of the second set. Matching and one-to-one correspondence have the same meaning. Define "more" and "less" as terms of comparison. The use of manipulatives is important to introduce this concept.	matching	A. Give each student a set of more than five rings (from a craft or hardware store). Have each student hold up one hand and place a ring on each finger and repeat "one ring, one finger, etc." The students should determine that the set of rings has more elements than the set of fingers. Then give the students sets of rings with less than five members, and repeat the activity. B. Provide a flannel board, objects for the flannel board and yarn. Divide the board in half. Place a set of objects on one side and a set of objects with more members on the other. Have the students connect members of one set to members of the other set with pieces of yarn. Using one-to-one correspondence, have the students determine which is the larger set. C. Provide some snack items, e.g., crackers and cheese, juice and straws, cookies and milk, etc. Have the students match items in one set to the items in the other set (cheese to crackers, straws to juice, cookies to milk) to determine which set has more and less members. Have them consume some of the items and repeat the activity.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110A To understand comparing objects and groups of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01107 identify by matching which of two sets (one to five members) of pictured objects has more and less members.	Previous Objective: 01106 Review the concept of matching. Transfer from concrete to abstract by showing an object and a picture of the same object. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets of pictured objects. Have the students place a token on the largest set.		A. Put a set of pictured objects on each half of an open file folder. Fasten yarn to each number in the set on the left side. Have the students match the two sets by placing the yarn from the objects on the left to the objects on the right. Then have them place a token or button on the set with more or less members. B. Have groups of stickers or pictures in straight lines on cards. Vary the number of members in the groups from one to five. Have the students choose two cards and determine by one-to-one correspondence which card has more or less members in the set.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110A To understand comparing objects and groups of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01120 identify by matching which of two sets (six to ten members) of concrete objects has more and less members.	Previous Objective: 01106 Review the concept of matching, how matching is established, and the concept of more and less members in a set. The use of manipulatives is important to introduce this concept.		A. Provide egg cartons and dried beans. Divide the beans into sets of six to ten beans. Cut the egg cartons so that one carton has six sections, another carton has seven sections, etc. Have the students take a set of beans and one of the egg cartons and place a bean in each of the sections. Give the students sets of beans with more or less members than their cartons. Have them decide which set has more or less members. B. Place a set of papers on a table, and provide a larger set of pencils. Have the students place pencils on the papers and determine the set with more or less members. The activity may be repeated as the number of members in the sets are changed.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110A To understand comparing objects and groups of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01128 identify by matching which of two sets (six to ten members) of pictured objects has more or less members.	Previous Objectives: 01107, 01120, 01125 Matching and one-to-one correspondence have the same meaning. Students will need to draw lines from objects in one set to the objects in another to understand one-to-one correspondence. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets of pictured objects. Have the students place a token on the set with more objects. Then have the students place a token of another color on the set with less objects.		A. Place sets of pictures on a piece of poster board and laminate or cover it with clear wrap. Have the students draw lines with grease pens from the members of one set to the members of another set. Then have them place a token on the set which has more or fewer members. B. Provide the students with two stacks of pictures. The pictures in one stack should show six to nine objects on them. The pictures in the other stack should show fewer than six or more than nine objects. Have each student take one picture from each stack and paste them on a piece of poster board. Have the students paste a button or sticker on the set with fewer members. Display the posters.		
01132 identify a set from a given group of concrete objects.	Define a "set" as any collection of objects or numbers. Sets of dissimilar objects should be used frequently.	defining and classifying	A. Provide small baskets and several items of several different types, e.g., cotton balls, straws, crayons, beads, candy and legos. Have them say, "I have a set of ____." Repeat the activity. B. Provide objects, e.g., toys, books, blocks, etc. from which the students can create sets. Help them create the sets.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110B To understand sets

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01108 match equivalent sets (one to five members) of concrete and pictured objects.	Previous Objectives: 01106, 01107 Review sets and one-to-one correspondence (or matching). The students may need to draw lines from objects in one set to the objects in another to understand one-to-one correspondence. Define "equivalent sets" as two sets with the same number of members. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets of concrete and pictured objects. Have the students indicate the equivalent sets.		A. Have the student touch the thumb of the left hand to thumb of the right hand and continue matching each finger. Tell them to say, "a set of five fingers and a set of five fingers." Divide the students into pairs, and ask one student to hold up a set of three fingers. Have the other student match the set by placing three fingers on the first student's set of three fingers. This activity may be repeated until all five sets have been matched. B. Collect items used to set the table and set out two place mats. Make one table setting on one place mat, and have the students match the setting on the other place mat. C. Draw a line down the middle of a card. Draw a set (one to five members) of dots on one side of the card. Have the students place tokens on the other side to match the first set.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110B To understand sets

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01118 recognize an empty set.	Previous Objective: 01132 Review sets. Define "empty set" as a set which has no members.		A. Provide a whole egg carton and eleven beans or kernels of corn. Have the students place one in each egg compartment. Ask them, "Are there any empty compartments?" Help the students verbalize the empty set concept. B. Play "Squirrel and Trees." Have the students form trees by joining hands in pairs. Squirrels are chosen to run around the trees and on a signal "find a tree." Trees without a "squirrel" will be defined as an empty set of squirrels. Tell the students, "This tree has a set of two squirrels, and this tree has a set of one," etc. Continue until each student has had an opportunity to be a "squirrel."		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110B To understand sets

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01121 match equivalent sets (six to ten members) of concrete and pictured objects.	Previous Objectives: 01108, 01120 Review sets and equivalent sets and matching. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets of concrete and pictured objects. Have the students match each set of concrete and pictured objects.		A. Make sets constructed from buttons, beans, sticks, etc. Provide material for the students to construct equivalent sets. Have them compare their sets to the ones displayed using one-to-one correspondence. B. Using pictures or stickers, make two sets of cards with sets of six to ten members on each. Mix the cards. With the cards face up, have the students match the cards with equivalent sets.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110C To understand sequencing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01133 identify the first and last in a sequence using concrete and pictured objects.	Define "first" and "last" as the first action and the last action in a sequence of events. The sequences should not include more than three events.	identifying	A. Use a flannel board and cutouts to illustrate a story. After reading the story, have the students point to the illustration of the first and last action in the story.		
	The use of manipulatives is important to introduce this concept.	dramatizing	B. Have the students pantomime familiar tasks, e.g., putting on a shirt, brushing teeth, etc. Then have the students tell what was first and last in the sequence.		
	Evaluation Strategy: Use puzzles, card games, cartoons and familiar tasks to have the students identify the first and last in a sequence.		C. Cut out pictures which illustrate a sequence of events from familiar stories. Place each picture on a separate card. Have the students put the cards in order and name the first and last event.		

MATHEMATICS - KINDERGARTEN

GOAL: Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110C To understand sequencing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01114 order sets (one to five members) of concrete and pictured objects, based on the number of members, from least to greatest.	Previous Objectives: 01107, 01116 Define "least" and "greatest" as terms similar to less and more but used with more than two items. Relate these concepts to students and objects in the room. The use of manipulatives is important to introduce this concept.		A. Provide a metal surface and magnetic objects. Place several sets (one to five members) of magnetic objects on the surface. Have the students arrange the sets from least to greatest, based on the number of members. B. Have a set of cards with pictured sets on them. Have the students arrange the pictured sets from least to greatest, based on the number of members. The students may work in pairs or individually.		
01115 count orally numbers one to ten.	Previous Objectives: 01114, 01116, 01125 Explain number order, and help the students by using one-by-one counting. Give the names of the numbers. This objective does not require the student to recognize the number symbols. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Have the students count, individually or in groups, a set of objects.	recognizing	A. Have the students repeat number rhymes such as "Ten Little Pumpkins." Hold up or point to the number as they repeat the verses aloud. B. Have the students repeat number songs. Example: "Bingo." Count as you clap instead of saying the words. C. Have the students play Big Foot (Big Hand). Paint both feet (hands) of the students with finger paint. Make foot (hand) prints on butcher paper. Then have the students orally count their toe (finger) prints.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110C To understand sequencing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01125 order sets (six to ten members) of concrete and pictured objects, based on the number of members from least to greatest.	Previous Objective: 01114 Review least and greatest. The use of manipulatives is important to introduce this concept.	recognizing	A. Cut off the tops of five half-pint milk cartons, and number the cartons from 6 to10. Place the appropriate number of craft sticks or tongue depressors into each carton. Have the students place the cartons in order from least to greatest. B. Provide picture cards showing six to ten objects. Have the students count the objects on each card and place them in order from least to greatest.		
01116 order numbers 1-10.	Previous Objectives: 01112, 01114, 01115, 01125 Review "order." Establish criteria for progression from smallest number to largest number. Each number is one more than the preceding one. Point out to the students everyday uses that involve sequential numbers, e.g., the clock, telephone dial, television dial. Evaluation Strategy: Give one number card to each of ten students, and have them arrange themselves in order.		A. Make pictured sets (one to ten members) labeled with the appropriate numbers. Have the students place the sets in order. B. Cut out sandpaper or felt numbers and paste them on individual cards. Mix the cards, and have the students place them in numerical order. C. Have ten cards with felt or sandpaper numbers 1-10 on them. Give one card to each of ten students. At a given signal, have them line up in "counting order." A "number captain" may check the order. Repeat until all have had a turn at being the captain and several different numbers.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110D To understand the relationship between numbers and objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01112 identify orally the cardinal number of a set (one to five members) of concrete objects.	Previous Objective: 01111 Define "cardinal number" as the number that tells how many elements are in the set. The use of manipulatives is important to introduce this concept.		A. Display several sets with various numbers of objects (one to five) in them. Randomly call on students to tell the number of objects in an indicated set. B. Give the students a number (one to five) of objects, e.g., straws, tongue depressors, rubber erasers. Have them silently count the objects and stand when they know how many members are in that set. Then ask them to say the number. Give them another set of objects, and repeat the activity.		
01113 identify by matching sets of concrete objects having the same cardinal number as a given set (one to ten members).	Previous Objectives: 01111, 01108, 01112 Review the definition of cardinal numbers and the concept of one-to-one correspondence. Use a variety of attributes so that the students cannot rely on any other criteria except number to match the sets. This objective should be taught in smaller segments, i. e., one to five, six to ten. The use of manipulatives is important to introduce this concept.		A. Prepare two sets of manipulatives containing the same number of members (one to five). Use a mixture of objects in both sets. Have the students match the two sets of objects. B. Give each student a set of edibles in a baggie. Display other sets. Have the students point to the set that is equivalent to their set. Allow them to eat their sets.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110D To understand the relationship between numbers and objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01111 identify and match the numbers 1-5 to a set of concrete and pictured objects.	Previous Objectives: 01108, 01114, 01116 Review identifying numbers 1-5 and sets of one to five members. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets with members of one to five objects in each set. Have the students match the numbers to the sets.		A. Make a set of jigsaw-cut cards. Write a number (1-5) on the top half and a set with the corresponding number of elements on the other half of each card. Cut the cards apart, and shuffle them. Have the students match each number to the set with that number of elements. B. Provide sheets of construction paper with numbers (1-5) written at the top. Provide collage material, e.g., cereal, cloth, beans, etc. Have the students paste the number of items on the paper to match the number.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110D To understand the relationship between numbers and objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01119 identify zero as the number associated with the empty set.	Previous Objective: 01118 Review sets and an empty set. Whenever appropriate use day-to-day experiences to occasion questions with "zero" answers. The use of manipulatives is important to introduce this concept.		A. Give each student a card with a "0" on it. Have the students paste collage materials onto the number. Then display sets (0 to 5 members) of objects. Have the students show their number cards when the empty set is shown. B. Use number cards for "0," "1" and "2." Say and show "1" or "2," and have the students hold up that many hands. When zero is shown, have them put both hands down.		
01123 identify orally the cardinal number of a set (six to ten members) of concrete objects.	Previous Objectives: 01112, 01122 Review the numbers six to ten and sets with six to ten objects in them. The use of manipulatives is important to introduce this concept.		A. Display for each student a set of popped corn with six to ten members. Have the students say the cardinal number of the sets. Allow them to eat the corn. B. Give each student a set of objects from the room. Have the students say the cardinal numbers which represent their sets.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110D To understand the relationship between numbers and objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01122 identify and match the numbers 6-12 to a set of concrete and pictured objects.	Previous Objectives: 01111, 01121, 01125 The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display sets with 6 to 10 objects in each set. Have the students match the numbers to the appropriate set.		A. Provide number cards 6-12 and pictures of sets with six to twelve members. Have the students match the number cards to the appropriate sets. B. Provide boxes with various numbers of items (six to twelve) inside. Have the students match number cards to the boxes with the appropriate number of items.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Numeration

TERMINAL OBJECTIVE: 0110D To understand the relationship between numbers and objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01130 identify the cardinal number of a set (ten or less members) of concrete and pictured objects.	Previous Objectives: 01112, 01123 Review sets and cardinal numbers. The use of manipulatives is important to introduce this concept.		A. Write a number on each of ten plastic eggs, and place the eggs in one basket. Collect items small enough to place in the eggs (e.g., screws, buttons, etc.), and place them in another basket. Have the students put the appropriate number of items into the eggs. Then have another student open the egg and count the items to verify. B. Have the students make a "Number Book." Number (0-10) sheets of 8" x 10" paper. Have the students cut pictures of sets from magazines to match the numbers and paste them on the pages. A cover may be drawn and the sheets stapled to form the book.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Operations

TERMINAL OBJECTIVE: 0120A To understand the concept of addition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01201 demonstrate through counting that joining two sets of concrete objects makes a new set that has more members than either of the given sets (sums 2-9).	Previous Objective: 01128 Review sets and the term larger. Help the students to understand the joining process. The students should count the number of items in each set and then the combined set. The use of manipulatives is important to introduce this concept.		A. Provide coat hangers and different colored clothespins. Give each student a coat hanger. Have the students put one to four colored clothespins on their hangers. Then have them add one to five pins of another color to their hangers. Have them count the total number of pins. B. Have the students place colored push pens inside two circles of yarn on a bulletin board. Have them place one to four pins of one color in one of the circles and one to five pins of another color in the other circle. Then have the students join the yarn circles to make one larger set and count the items.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Operations

TERMINAL OBJECTIVE: 0120A To understand the concept of addition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01202 explain that joining two sets of concrete objects creates a new set that has more members than either of the given sets (sums 2-9).	Previous Objective: 01201 Review joining of sets. This objective could be taught with 01201. This objective requires the students to verbalize the joining process. For the more advanced students, one may want to write the number beside the subsets and then by the combined set to familiarize them with the appearance of a number problem. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Using counters have the students describe their actions as they show the joining of 3 counters and 2 counters to make a set that has more members than either set of counters.		A. Have the students verbalize what happened in 01201 - A and - B. B. Provide a poster board circle (pizza cardboard) for each student. Divide the circle into half, and then divide the top into halves again. Give each of the students nine mints. Have them put part of the candy in one of the fourths and the rest in the other fourth. After they count each of the small sets, have them push all of the candy to the bottom half and count again. After discussing the process, allow each of them to eat one piece of candy. New combinations may now be made.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Operations

TERMINAL OBJECTIVE: 0120B To understand the concept of subtraction

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 01203 demonstrate through counting that removing concrete objects from a set makes a set which has less members (minuends 1-9).	Previous Objective: 01128 Review sets. Help the students to understand the process. They should count the set before and after the objects are removed. Review the term smaller. The use of manipulatives is important to introduce this concept.		A. Construct a Pac-Man and ghosts for a flannel or magnetic board. Have the students count a set of ghosts on the board and then use the Pac-Man to "gobble" ghosts from the set. Have them count the remaining ghosts. Repeat the activity. B. Give each student a group of Unifix cubes or other small objects of two different colors. Then have the students remove all of one color and count the items remaining. The activity may be repeated with different color combinations.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Operations

TERMINAL OBJECTIVE: 0120B To understand the concept of subtraction

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01204 explain that removing concrete objects from a set makes a set that has less members (minuends 1-9).	Previous Objective: 01203 Review sets and smaller. This objective could be taught with 01203. This objective has the student verbalize the removing process. For the more advanced students, you may want to write the numbers beside the groups to familiarize them with the appearance of a number problem. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Have the students describe their actions as they place 4 blocks together, then push 2 blocks away from the set of 4. Help them to verbalize that by removing the 2 blocks, they have made the set of 4 blocks have less members.		A. Provide cubes or counters and number cards 1-9. Divide the students into pairs. Have one student select a number card and put that many cubes on the card. Have the other student "hide" some of those cubes or counters. Then have each student count how many are left. Have the students explain what happened. Repeat the activity using another number card and changing the roles of the students. B. Have the students form "fences" with popsicle sticks or blocks. Place a set of farm or zoo animals in the fence. Have the students count how many there are. Have some of the animals "escape." (Remove some of the animals.) Have the students count the ones that are left and explain what happened. The same activity may be conducted with a variety of items, e.g., ducks in a pond, planes in an airport.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Fractions and Decimals

TERMINAL OBJECTIVE: 0130A To understand the concept of halves

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01301 identify the two equal parts of a whole using concrete and pictured objects.	Previous Objective: 01121 Define a "whole object" as uncut or not separated. Define "equal parts of a whole" as the whole cut apart or separated into parts that are exactly the same.		A. Prepare construction paper shapes (circles, squares, triangles) or flannel board felt shapes by cutting two equal and unequal parts. Make sure the inequalities are obvious. Have the students determine which of the shapes are equal parts by putting the equal parts together.		
	The use of manipulatives is important to introduce this concept.	discriminating visually	B. Have some shapes cut so that some have equal parts and some do not. Put the pieces into a closed hamburger container and shake it. Have the students put the pieces together and tell whether or not they are equal parts.		
01302 separate a concrete object into two equal parts.	Previous Objective: 01301 Review whole objects and equal parts of a whole. Show a whole food item (apple, cookie, etc.). Cut it in half, and discuss two equal parts.		A. Give each pair of students one food item. After the students have determined where to separate to get two equal parts, assist them in cutting or breaking the item. Each student may eat a part of the item. B. Provide the students with shapes made from construction paper, wallpaper or newspaper. Have them mark where to separate the shapes into halves. Then have them cut the shapes into two parts. Place the parts in a box and use them as puzzles.		

MATHEMATICS - KINDERGARTEN

GOAL: 01100 Understanding and using the number system

STRAND: Fractions and Decimals

TERMINAL OBJECTIVE: 0130A To understand the concept of halves

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01303 separate a set of identical objects into two equivalent subsets.	Previous Objectives: 01108, 01121, 01302 Review the concepts of set, equivalent sets and equal parts of a whole.		A. Pair the students. Give four straws to one student in each pair. Have the students share equally with their partners. Have the students exchange roles and repeat. The number of straws may be changed to six, eight or ten. B. Give pairs of students six, eight or ten edible items (mints, candy hearts, raisins). Have one student divide the objects into two equivalent subsets and eat two of the items. Have the other partner separate the remaining items into equivalent subsets and also eat two. Continue until all of the items are eaten.		
01304 identify one half of a pictured object.	Previous Objectives: 01301, 01302 The use of the term"one half" is the focus of this objective. Relate an object to a pictured object. Find one half of the object and the pictured object, e.g., real apple - pictured apple. This objective could be taught with 01301. Evaluation Strategy: Display pictures that have been divided into halves and fourths. Have the students place a token on one half of each pictured object.		A. Display pictures that have been divided into halves and fourths. Have the students identify which part is one half of the picture. B. Display felt figures some of which have been divided into halves and others into two unequal parts. Have the students identify the one-half sections.		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Graphing, Probability and Statistics

TERMINAL OBJECTIVE: 0140A To understand graphic representation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01401 construct a bar graph using concrete objects.	Previous Objectives: 01107, 01120 Define a "bar graph" as a pictorial representation grouping objects into categories. Use this skill to reinforce one-to-one correspondence and more or less.		A. Designate an area where the activity will be visible to the students. Pose a question to the students with a two choice answer, e.g., voting for Pooh or Snoopy. Indicate two columns on the floor, each labeled with one of the optional answers. Have the students one at a time place a block in the column of their choice. Discuss the results with the students. B. Choose a question that will divide the students into two to four groups, e.g., "What is your favorite ice cream flavor?" Prepare a two-to-four column bar graph on poster board. Place pictures representing the possible answers at the bottom of each column. Give each student a clothespin. Have each of the students answer the question by placing a clothespin on the column that represents the choice. Discuss the results with the students. The picture at the bottom can be replaced and the activity repeated.		

MATHEMATICS - KINDERGARTEN

GOAL: 01300 Understanding problem solving and using problem solving strategies

STRAND: Problem Solving and Applications

TERMINAL OBJECTIVE: 0150A To understand problem solving processes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01501 group concrete objects based on one common attribute.	Previous Objective: 01133 Define a "common attribute" as a similar physical characteristic. This objective could be taught with 01706 and 01707. Evaluation Strategy: Display objects of different shapes, sizes, colors, textures, designs, etc. Have the students group these objects by one attribute. Swatches of various fabrics, such as velvet, wool, velour and corduroy work well for color, texture and design (solid velvet plaid or solid velvet print).	classifying, grouping	A. Have the students identify objects in the room based on a common attribute, e.g., round, square, flat, etc. B. Gather a collection of objects having different shapes, sizes, colors, textures, designs, etc. Have the students group objects by one of these attributes.		
01506 complete a pattern using concrete and pictured objects.	Patterns are useful problem solving tools. Encourage the students to recognize very simple patterns in everyday life. "Clip Art" books and stickers are commonly used to illustrate pictures. The use of manipulatives is important to introduce this concept.		A. Line up two girls and two boys in front of the room in alternating order, i.e., girl, boy, girl, boy. Have the students determine if a boy or a girl is next in the pattern. Help them verbalize why a girl is next in the pattern. Continue. B. Develop a simple pattern from four identical pictures of several types of animals, fruit or other familiar objects. E.g., dog, cat, pig, dog, cat, ____. Randomly call on students to place the next picture in the pattern. Continue. Rearrange the pictures and repeat.		

GOAL: 01300 Understanding problem solving and using problem solving strategies

STRAND: Problem Solving and Applications

TERMINAL OBJECTIVE: 0150A To understand problem solving processes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01502 choose the next color in a pattern.	Previous Objective: 01506 Review the colors to be used. These patterns should not be distinguishable except by color. Evaluation Strategy: Cut various colored squares from construction paper. Place several in a color pattern, and have the students choose the next color in the pattern. For example, place red, white, red, white squares on a desk. Ask, "Which color comes next?"		A. Use colored blocks or beads to establish a continuous pattern. Have the students string the beads or place the blocks to match and extend the pattern. B. Use large colored swatches of fabric, felt, carpet, etc., and display a color pattern on the floor or a table. Have the students continue the pattern by adding a swatch of the appropriate color.		
01503 choose the next shape in a pattern.	Previous Objectives: 01502, 01506 Review the shapes to be used. These patterns should not be distinguishable except by shape. Evaluation Strategy: Display a worksheet or cards with patterned shapes. Have the students point to the shape that comes next to continue the pattern.		A. Give the students patterned cards (commercial or teacher-made), and ask them to place the shape that comes next beside the card and continue the pattern. B. Set up a pattern using blocks and beads or two other types of objects. Then have each student choose what object would complete the pattern. Continue until each student has had a chance to continue a different pattern.		

MATHEMATICS - KINDERGARTEN

GOAL: 01300 Understanding problem solving and using problem solving strategies

STRAND: Problem Solving and Applications

TERMINAL OBJECTIVE: 0150A To understand problem solving processes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01504 solve problems based on size and color attributes.	Previous Objectives: 01102, 01104, 01501, 01502 Review the concept of similar physical characteristics. Present these problems orally.		A. Place various objects on a table. Ask the students to select the smallest blue object, the largest red object, etc. B. Have the students find objects in the room in answer to questions relating to size and color, e.g., "What is the smallest red object in our room?"		
01505 solve problems regarding less than and more than using a bar graph of concrete objects.	Previous Objectives: 01107, 01401 Review completing a bar graph of concrete objects. These problems are to be presented orally. This objective could be taught with 01401. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Make a group season graph. Cut out pictures representing the four seasons. Label each column with a seasonal picture. Have each student paste a pre-cut construction paper square in the column of the season liked best. Ask, "Which season does our group like the most? The least?"		A. Make a group nursery rhyme graph. Cut up a Mother Goose rhyme book for pictures or use available pictures (four or five). Fasten a picture representing the rhyme at the bottom of each column. Have each student paste a pre-cut square in the column of the rhyme liked best. Using this graph, have the students answer orally presented questions such as: "Which nursery rhyme does our class like the most? the least?" B. Other topics that can be used for large group bar graphs are weather, pets, birthdays, heights, topics from other subjects, etc.		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphics

STRAND: Measurement

TERMINAL OBJECTIVE: 0160A To understand measurement processes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01601 Identify the longer and shorter of two objects.	Define "longer" and "shorter" as terms of measurement. Have the students relate these terms to familiar objects. Evaluation Strategy: Display pictured objects. Have the students place a token on the longer of two objects. Have the students place a token of a different color on the shorter of two objects.		A. Use a variety of objects such as crayons, straws, pencils, yarn and pipe cleaners. Hold two of the objects apart, and have the students pick the longer and the shorter object. Have the students line up the objects with the lower ends even to determine the longer one. Repeat this activity with various objects. B. Measure the students and cut string to those lengths. Attach the strings to individual paper plates on which the students have drawn their faces. Place all the "string children" on a wall bulletin board with the lower ends even to determine the longer or shorter strings.		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Measurement

TERMINAL OBJECTIVE: 0160A To understand measurement processes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01602 identify which of two similarly shaped containers holds more.	Review more and less, and relate them to measurement. The student's developmental stage will dictate the speed with which this concept is understood.		A. Provide a pan of sand, popcorn or rice and two sizes of containers. Have the students fill the larger container. Have one student pour the contents of the first container into the smaller one. Ask another student which container holds more. Repeat this activity with other containers and other students. B. Provide two sizes of containers, rice or popcorn and empty paper cups. Have one student pour the contents of one container into paper cups. Then have another student pour the contents of the second container into empty cups. Ask a student to identify which container held more and which held less.		
01603 select the heavier of two concrete objects.	Define "heavier" as a term of measurement to compare two objects. Relate to real life situations where the term "heavier" is applicable. Evaluation Strategy: Display two objects that the students can hold in their hands. Have each student hold both at the same time and determine which is heavier.		A. Collect eight or more similar containers with tops (cans, milk cartons, plastic cups, etc.). Fill each container with varied amounts of rice or popcorn. Have each student hold two containers at the same time and determine which is heavier. B. Place objects of different weights in manila envelopes or plastic containers with lids so the objects are not visible. Have each student hold a concealed object in each hand and determine which object is heavier.		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Measurement

TERMINAL OBJECTIVE: 0160B To understand instruments of measurement

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01604 identify a clock and a watch as instruments to measure time.	Use a standard clock or watch, and tell what the numbers, hands and markings represent. Relate the measurement of time to the students' experiences. Evaluation Strategy: Display various measuring instruments, e.g., clock, watch, thermometers, scales, etc. Have the students identify the ones that measure time.		A. Have each student make a clock using a paper plate. Attach cardboard hands with a brad. Then have the students look at the clock in the room and paste the numbers in the appropriate places. B. Use the clock in Activity A. At various times during the day, ask the students to match the hands of their clocks to the clock in the room. Discuss why the hands have changed.	SS 041B2.03	
01605 identify a penny and a nickel.	Name and show the two coins. Explain that the nickel represents five pennies. Relate the use of coins to the students' experiences. The use of manipulatives is important to introduce this concept. Evaluation Strategy: Display a penny, a nickel, a dime and a quarter. Have each student identify the penny and the nickel.		A. Choose objects from the room, and attach a price tag (from one cent to five cents on each). Use the number on one side of the tag and the coin representation on the other. Have the students work in pairs with a supply of play coins to "purchase" items. B. Convert the home living center into a laundromat. The sink, stove, etc., may be washers and dryers. Tape "money boxes" labeled with the cost on the washers, dryers, soap and cola machines (one to five cents). Have the students choose the play money coins needed to "operate" the machines.	SS 041E2.02	

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Measurement

TERMINAL OBJECTIVE: 0160B To understand instruments of measurement

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01606 identify the thermometer as a device to measure temperature.	Define the "thermometer" as an instrument to measure temperature. Tell the students about the markings on a thermometer. Relate the thermometer to past and present experiences. Evaluation Strategy: Display various measuring instruments, e.g., thermometer, clock, watch, scales, etc. Have the students identify the one that measures time.		A. Build a television weather station using a box or blocks. On a piece of butcher paper, have the students draw or paste items seen on television regarding the weather. Use a thermometer (teacher-made or commercial) as a prop for them to role play reporting the weather. B. Use a real thermometer to measure the temperature of the room. Then place it outside a window or door to secure a new reading. Ask the students, "How can we tell by using the thermometer that it is colder or hotter inside? Outside?"	SC 053J2.03 SC 052H1.02 SC 052G3.00	

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Geometry

TERMINAL OBJECTIVE: 0170A To understand geometric shapes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01701 choose from a group of figures (triangle, circle, square, rectangle) a figure similar to the one shown.	The students need to be able to choose from two unlike figures the figure similar to the one shown. Associate the names to the figures. Evaluation Strategy: Display a group of figures. Include two of each figure. Have the students match the two that are similar.	comparing	A. Place four figures on the flannel board or magnetic board. Have the students draw a figure from a box or bag and select the similar figure. B. Play Shape Bingo (commercial or teacher-made). Show and name the shape as the students find the matching shapes on their cards and place tokens over them. The winner is the first one to have a row covered by tokens.		
01702 choose from a group of figures (triangle, circle, square, rectangle) the one named.	Previous Objective: 01701 Associate the names to the figures. Evaluation Strategy: Provide the students with each of the four shapes. When the name of a shape is called, have the students hold up the appropriate shape.		A. Cut out different sized shapes from construction paper of various colors. Name a shape, and have the students select and show the same shape from the cutouts. B. Collect items depicting the four shapes: rectangle: cereal box, dollar bill, etc., circle: coin, cookie, can, etc., square: pot holder, napkin, etc., triangle: pizza slice, cake slice, etc. Place the objects in a box or bag. Place the four figures on the floor. As the name of a figure is called, have the students select and place an item of that shape on the matching figure on the floor. Help them identify and name each group at the conclusion of the task		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Geometry

TERMINAL OBJECTIVE: 0170A To understand geometric shapes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01703 name the figure when shown a triangle, circle, square or rectangle.	Previous Objectives: 01701, 01702 Review the names of the figures. Evaluation Strategy: Hold up a shape cutout. Have the students call out the name.		A. Put different sized shapes into a bag or container. Ask a student to draw a shape from the bag and name it. B. Make flash cards with different sized shapes in a variety of colors. Hold up a card, and randomly ask individual students to name the shapes.		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Geometry

TERMINAL OBJECTIVE: 0170B To understand the relative position of objects

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01705 demonstrate terms of relative position (above, under, right, behind, etc.).	Define these terms as indicators of position.		A. Tell a familiar story using the terms, e.g., "Billy Goats Gruff." Emphasize the words, and have the students dramatize the positions. B. Select props relating to a story, and place them in an apron or story box. As the story progresses, have a student position the props appropriately. The story can be taped to provide individual practice or to be used with a small group, e.g., Little Red Riding Hood, Granny "under" the covers, wolf "behind" the tree, "in" the house, sun "above" the trees.		
01704 identify from among a group of objects the object in a particular location (above, under, right, behind, etc.).	Previous Objective: 01705 Define these terms as particular locations. Read stories and poems with particular location words, e.g., "Fog" by Carl Sandburg, "Over in the Meadow" by John Langstaff, "When It Snows" by Aileen Fisher. Evaluation Strategy: Display a pattern of colored blocks, beads, buttons, etc. (only one of each color and shape). Have the students determine the object above, behind, below, right or left of a certain object.		A. Display a group of colored blocks, beads, buttons, crayons, etc. (only one of each color or shape). Have the students pick out the object behind, above, below, right or left of a certain colored object. B. Have the students guess a certain object in the room by using these terms. Tell the students, "It is above the book, below the clock, etc."		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Geometry

TERMINAL OBJECTIVE: 0170C To understand comparing objects with respect to shape and size

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01706 match objects with the same shape.	Review geometric figures. The purpose of this objective is to teach students to relate to the shape of objects regardless of size.		A. Display a collection of objects, some of which are the same shape but which differ in size. Place them on a table or a tray. Have the students match the objects that are alike in shape. B. Post pictures of real buildings such as the White House and pyramids in the block center. Have the students match the picture shapes by constructing buildings with similar shapes.		
01707 match objects with the same size.	Previous Objective: 01101 Differentiate between shape and size. These objects should not be similar by any feature other than size.		A. Display pairs of differently shaped but same-sized objects from around the room. Mix them, and have the students match the objects that are the same size. B. Collect sets of objects (corks, screws, erasers, etc.) of the same size, mix them with other sets, and place them on a table or a tray. Have the students match the objects by size.		

MATHEMATICS - KINDERGARTEN

GOAL: 01200 Understanding and using measurement, geometry and graphs

STRAND: Geometry

TERMINAL OBJECTIVE: 0170C To understand comparing objects with respect to shape and size

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
01708 arrange objects in order according to size.	Previous Objectives: 01133, 01104, 01501, 01707 Do not compare more than three objects at one time. Evaluation Strategy: Collect jars, paper cups or other containers, and place them on a table or the floor. Have the students place the objects in order according to size.		A. Collect corks, tubes or empty paper rolls and cut them to provide varied sizes. Have the students place the objects in order according to size. B. Jars, paper cups or other containers may be collected and placed on a table or the floor. Have the students place the objects in order according to size.		